BOWDOIN COLLEGE

CATALOGUE FOR 2002-2003

BRUNSWICK, MAINE

AUGUST 2002

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In its employment and admissions practices, Bowdoin is in conformity with all applicable federal and state statutes and regulations. It does not discriminate on the basis of age, race, color, sex, sexual orientation, marital status, religion, creed, ancestry, national and ethnic origin, or physical or mental handicap.

The information in this catalogue was accurate at the time of publication. However, the College is a dynamic community and must reserve the right to make changes in course offerings, degree requirements, regulations, procedures, and charges.

In compliance with the Campus Security Act of 1990, Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request.

For the NESCAC Statement Regarding Alcohol, please see page 272.

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College Calendar

Unless otherwise indicated, regular class schedules are in effect on holidays listed.

2002	**201st Academic Year**
August 27–31, Tues.-Sat.	Pre-Orientation Trips
August 31, Saturday	College housing ready for occupancy for first-year students only, 8:00 A.M.
August 31– September 4, Sat.-Wed.	Orientation
September 2, Monday	Labor Day
September 3, Tuesday	College housing ready for occupancy for upperclass students, 8:00 A.M.
September 4, Wednesday	Opening of College—Convocation, 3:30 P.M.
September 5, Thursday	Fall semester classes begin, 8:00 A.M.
September 7–8, Sat.-Sun.	Rosh Hashanah*
September 16, Monday	Yom Kippur*
September 26–28, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Advisory Board Meetings
September 28, Saturday	Common Good Day
October 4, Friday	Sarah and James Bowdoin Day
October 4–6, Fri.-Sun.	Parents Weekend
October 11, Friday	Fall vacation begins after last class.
October 16, Wednesday	Fall vacation ends, 8:00 A.M.
October 17–19, Thurs.-Sat.	Meetings of the Board of Trustees
October 19, Saturday	Homecoming
November 6, Wednesday	Ramadan begins at first light
November 27, Wednesday	Thanksgiving vacation begins, 8:00 A.M.**
December 2, Monday	Thanksgiving vacation ends, 8:00 A.M.
December 5, Thursday	Ramadan ends at last light
December 11, Wednesday	Last day of classes
December 12–15, Thurs.-Sun.	Reading period
December 16–21, Mon.-Sat.	Fall semester examinations
December 22, Sunday	College housing closes for winter break, Noon.
2003	
January 18, Saturday	College housing available for occupancy, 8:00 A.M.
January 20, Monday	Spring semester classes begin, 8:00 A.M. Martin Luther King, Jr. Day
February 6–8, Thurs.-Sat.	Meetings of the Board of Trustees
March 7, Friday	Spring vacation begins after last class.

***The holiday begins at sunset the evening before.*

****Wednesday, November 27 classes will be rescheduled on a class-by-class basis by the course instructor.***

March 8, Saturday	College housing closes for spring vacation, Noon.
March 22, Saturday	College housing available for occupancy, 8:00 A.M.
March 24, Monday	Spring vacation ends, 8:00 A.M.
April 3–5, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Advisory Board Meetings
April 17–24, Thurs.-Thurs.	Passover*
April 18, Friday	Good Friday
April 20, Sunday	Easter
May 7, Wednesday	Last day of classes; Honors Day
May 8–10, Thurs.-Sat.	Meetings of the Board of Trustees
May 8–11, Thurs.-Sun.	Reading period
May 12–17, Mon.-Sat.	Spring semester examinations
May 18, Sunday	College housing closes for non-graduating students, Noon.
May 23, Friday	Baccalaureate
May 24, Saturday	The 198th Commencement Exercises College housing closes for graduating students, 6:00 P.M.
May 26, Monday	Memorial Day
May 29–June 1, Thurs.-Sun.	Reunion Weekend

The holiday begins at sunset the evening before.

****Wednesday, November 27 classes will be rescheduled on a class-by-class basis by the course instructor.***

2003	**202nd Academic Year** (Tentative Schedule subject to change)
August 26–30, Tues.-Sat.	Pre-Orientation Trips
August 30, Saturday	College housing ready for occupancy for first-year students only, 8:00 A.M.
August 30–September 3, Sat.-Wed.	Orientation
September 1, Monday	Labor Day
September 2, Tuesday	College housing ready for occupancy for upperclass students, 8:00 A.M.
September 3, Wednesday	Opening of College—Convocation, 3:30 P.M.
September 4, Thursday	Fall semester classes begin, 8:00 A.M.
September 18–20, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Advisory Board Meetings
September 20, Saturday	Common Good Day

September 27–28, Sat.-Sun.	Rosh Hashanah*
October 6, Monday	Yom Kippur*
October 10, Friday	Sarah and James Bowdoin Day
October 10–12, Fri.-Sun.	Parents Weekend
October 17, Friday	Fall vacation begins after last class
October 22, Wednesday	Fall vacation ends, 8:00 A.M.
October 23–25, Thurs.-Sat.	Meetings of the Board of Trustees
October 25, Saturday	Homecoming
October 27, Monday	Ramadan begins at first light
November 24, Monday	Ramadan ends at last light
November 26, Wednesday	Thanksgiving vacation begins, 8:00 A.M.**
December 1, Monday	Thanksgiving vacation ends, 8:00 A.M.
December 11, Thursday	Last day of classes
December 12–15, Fri.-Mon.	Reading period
December 16–21, Tues.-Sun.	Fall semester examinations
December 22, Monday	College housing closes for winter break, Noon.

2004

January 19, Monday	Martin Luther King, Jr. Day
January 24, Saturday	College housing available for occupancy, 8:00 A.M.
January 26, Monday	Spring semester classes begin, 8:00 A.M.
February 5–7, Thurs.-Sat.	Meetings of the Board of Trustees
March 12, Friday	Spring vacation begins after last class
March 13, Saturday	College housing closes for spring vacation, Noon.
March 27, Saturday	College housing available for occupancy, 8:00 A.M.
March 29, Monday	Spring vacation ends, 8:00 A.M.
April 1–3, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Advisory Board Meetings
April 6–13, Tues.-Tues.	Passover*
April 9, Friday	Good Friday
April 11, Sunday	Easter
May 12, Wednesday	Last day of classes; Honors Day
May 13–15, Thurs.-Sat.	Meetings of the Board of Trustees
May 13–16, Thurs.-Sun.	Reading period
May 17–22, Mon.-Sat.	Spring semester examinations
May 23, Sunday	College housing closes for non-graduating students, Noon.

The holiday begins at sunset the evening before.

*****Wednesday, November 26 classes will be rescheduled on a class-by-class basis by the course instructor.***

May 28, Friday	Baccalaureate
May 29, Saturday	The 199th Commencement Exercises College housing closes for graduating students, 6:00 P.M.
May 31, Monday	Memorial Day
June 3–6, Thurs.-Sun.	Reunion Weekend
2004	**203rd Academic Year** (Tentative Schedule subject to change)
August 24–28, Tues.-Sat.	Pre-Orientation Trips
August 28, Saturday	College housing ready for occupancy for first-year students only, 8:00 A.M.
August 28–September 1, Sat.-Wed.	Orientation
August 31, Tuesday	College housing ready for occupancy for upperclass students, 8:00 A.M.
September 1, Wednesday	Opening of College—Convocation, 3:30 P.M.
September 2, Thursday	Fall semester classes begin, 8:00 A.M.
September 6, Monday	Labor Day
September 9–11, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Advisory Board Meetings
September 16–17, Thurs.-Fri.	Rosh Hashanah*
September 18, Saturday	Common Good Day
September 25, Saturday	Yom Kippur*
October 1, Friday	Sarah and James Bowdoin Day
October 1–3, Fri.-Sun.	Parents Weekend
October 8, Friday	Fall vacation begins after last class
October 13, Wednesday	Fall vacation ends, 8:00 A.M.
October 14, Thursday	Ramadan begins at first light
October 21–23, Thurs.-Sat.	Meetings of the Board of Trustees
October 23, Saturday	Homecoming
November 13, Saturday	Ramadan ends at last light
November 24, Wednesday	Thanksgiving vacation begins, 8:00 A.M.**
November 29, Monday	Thanksgiving vacation ends, 8:00 A.M.
December 10, Friday	Last day of classes
December 11–14, Sat.-Tues.	Reading period
December 15–20, Wed.-Mon.	Fall semester examinations
December 21, Tuesday	College housing closes for winter break, Noon.

**The holiday begins at sunset the evening before.*

***Wednesday, November 24 classes will be rescheduled on a class-by-class basis by the course instructor.*

2005

January 17, Monday	Martin Luther King, Jr. Day
January 22, Saturday	College housing available for occupancy, 8:00 A.M.
January 24, Monday	Spring semester classes begin, 8:00 A.M.
February 10–12, Thurs.-Sat.	Meetings of the Board of Trustees
March 11, Friday	Spring vacation begins after last class
March 12, Saturday	College housing closes for spring vacation, Noon.
March 25, Friday	Good Friday
March 26, Saturday	College housing available for occupancy, 8:00 A.M.
March 27, Sunday	Easter
March 28, Monday	Spring vacation ends, 8:00 A.M.
April 7–9, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC Advisory Board Meetings
April 24–May 1, Sun.-Sun.	Passover*
May 11, Wednesday	Last day of classes; Honors Day
May 12–14, Thurs.-Sat.	Meetings of the Board of Trustees
May 12–15, Thurs.-Sun.	Reading period
May 16–21, Mon.-Sat.	Spring semester examinations
May 22, Sunday	College housing closes for non-graduating students, Noon.
May 27, Friday	Baccalaureate
May 28, Saturday	The 200th Commencement Exercises College housing closes for graduating students, 6:00 P.M.
May 30, Monday	Memorial Day
June 2–5, Thurs.-Sun.	Reunion Weekend

***The holiday begins at sunset the evening before.**

****Wednesday, November 24 classes will be rescheduled on a class-by-class basis by the course instructor.***

General Information

Bowdoin is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 22,000 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages vii–xi.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers about 1,635 students (51 percent male, 49 percent female; last two classes 49/51 percent and 49/51 percent); about 240 students study away one or both semesters annually; 89 percent complete the degree within five years.

Faculty: Student/faculty ratio 10:1; the equivalent of 163 full-time faculty in residence, 94 percent with Ph.D. or equivalent; 19 head athletic coaches.

Geographic Distribution of Students: New England, 52.4 percent; Middle Atlantic states, 20.4 percent; Midwest, 7.2 percent; West, 9.5 percent; Southwest, 1.7 percent; South, 4.3 percent; international, 4.5 percent. Fifty states and thirty countries are represented. Minority and international enrollment is 20 percent.

Statistics: As of June 2002, 32,604 students have matriculated at Bowdoin College, and 24,856 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 15,610 graduates, 2,215 nongraduates, 125 honorary degree holders (44 alumni, 81 non-alumni), 49 recipients of the Certificate of Honor, and 251 graduates in the specific postgraduate program.

Offices and Office Hours: The Admissions Office is located in Burton-Little House. Offices of the president and dean for academic affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. Business offices and the Human Resources Office are in the McLellan Building at 85 Union Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The Office of Student Records, the offices of the deans of Student Affairs, and the Career Planning Center are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Security are in Rhodes Hall.

For additional information on College offices and buildings, see Campus and Buildings, page 348, and the Campus Map and list of offices on pages 353–56.

In general, the administrative offices of the College are open from 8:30 A.M. to 5:00 P.M., Monday through Friday.

Telephone Switchboard: The College's central telephone switchboard is located in Coles Tower. All College phones are connected to this switchboard. The number is (207) 725–3000.

The Mission of the College

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the 18th and 19th centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. . . but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends...; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person, "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects men and women of varied gifts; diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic.

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

General education in liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study, to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.

Essential skills. The unevenness of American secondary education, the diversity of student backgrounds and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

2. Social and Residential.

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose and personal qualities. By design, they differ widely in their backgrounds and talents, be they artistic, athletic, scientific or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing former fraternity houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations and opportunities to plan careers.

3. Athletic.

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

4. Esthetic and Environmental.

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students — notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

5. Ethical.

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will present graduates with ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially — perhaps fewer than do many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety — of ideas, artistic expression, and exposure to other cultures and other races — so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than 200 years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the twentieth century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education — the mission of the College — is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

Historical Sketch

THE IDEA OF BOWDOIN COLLEGE originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution which would guarantee republican virtue and social stability. In the biblical language of the day, they wished "to make the desert bloom."

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays' Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor's son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin's bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the "Twelve-Rod Road" (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of "whispering" white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the "friends of piety and learning" in the District that "literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education." The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for "pine") and the Athenaean, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or "mental philosopher," in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state.

Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical "dissenters" on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen,* which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the "Declaration" of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn's Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820 — and was to supply Maine with country doctors until it closed in 1921 — but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin did not evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe*, at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose "Morituri Salutamus," written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose "Jack Downing" sketches more or less invented a genre, and Jacob Abbott (1820), author of the many "Rollo" books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson's impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the Freedmen's Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin's first African-American graduate and the third African-American to graduate from any U.S. college.

The old quip that "the Civil War began and ended in Brunswick, Maine," has some truth to it. While living here in 1850-51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, some of it in her husband's study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate — a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation — but the forces of inertia on the Boards were too great, and a student "rebellion" against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead & White's Walker Art Building), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses: Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde — a prolific writer in national journals — proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower. Coles was succeeded in 1967 by Acting President and Professor of Government Athern P. Daggett, a member of the Class of 1925.

In 1969, Roger Howell, Jr. '58 was inaugurated at the age of 33. The youngest college president in the country, and a highly respected scholar in the field of 17th-century British history, Howell ushered in an era of rapid change. The turmoil of the Vietnam era was reflected in the student strike of 1970 and in early debate about the fraternity system. The decision in 1970 to make standardized tests optional for purposes of admission, the arrival of coeducation in 1971, an eventual increase in the size of the College to 1,400 students, and a concerted effort to recruit students in the arts and students of color, all significantly altered the composition of the student body and began an impetus for curricular change that continued through the 1980s under the leadership of President A. LeRoy Greason.

During the Greason presidency, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, diversify the faculty, and make the College more fully coeducational. By 1990, Bowdoin was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate — for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and "years abroad," and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993-94, he presided over the College's celebration of the 200th anniversary of its founding. A capital campaign, concluded in 1998, brought in $135 million in additional endowment for faculty positions and scholarships, and funds for an ambitious building program that has included the transformation of the former Hyde Cage into the David Saul Smith Union; construction or renovation of facilities for the sciences, including a new interdisciplinary science center, Druckenmiller Hall, renovation of

Cleaveland Hall and Searles Hall, and construction of terrestrial and marine laboratories at the College's new Coastal Studies Center on Orrs Island; expanded facilities for the arts in and adjacent to Memorial Hall; and restoration and improvements to the Chapel. Two new residence halls, Stowe and Howard Halls, were completed in 1996, and another, Chamberlain Hall, opened in the fall of 1999. In addition, expanded dining facilities in Wentworth Hall were completed in 2000 and the hall was renamed Thorne Hall.

In 1996-97, the Board of Trustees established a Commission on Residential Life to review all aspects of residential life. The commission recommended, and the trustees unanimously approved, a new conception of residential life for Bowdoin based on a model of broad House membership that includes all students. The new system also replaces the system of residential fraternities, which were phased out in May 2000. During the Edwards presidency, the enrollment of the College was expanded from 1,385 to approximately 1,600 students, and the College's endowment grew from $175 million to approximately $500 million. In addition, the student-faculty ratio was reduced from 11:1 to 10:1.

Bowdoin's 200th academic year began with the inauguration of Barry Mills '72 as the fourteenth president of the College. During his first year as president, Mills underscored the primacy of the academic program, as well as the need to build the endowment and greater resources for student financial aid. He recommitted the College to the goal of increasing ethnic, religious, and socio-economic diversity on campus. He also began to explore opportunities for Bowdoin to collaborate with other institutions, and initiated discussions aimed at determining a future optimum size for the College.

PRESIDENTS OF BOWDOIN COLLEGE

Joseph McKeen	1802-1807
Jesse Appleton	1807-1819
William Allen	1820-1839
Leonard Woods, Jr.	1839-1866
Samuel Harris	1867-1871
Joshua L. Chamberlain	1871-1883
William DeWitt Hyde	1885-1917
Kenneth C. M. Sills	1918-1952
James S. Coles	1952-1967
Roger Howell, Jr.	1969-1978
Willard F. Enteman	1978-1980
A. LeRoy Greason	1981-1990
Robert H. Edwards	1990-2001
Barry Mills	2001–

Admission to the College

In May 1989, the Governing Boards of Bowdoin College approved the following statement on admissions:

> Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.
>
> At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will offer studies in arts, music, and computer science. We strongly recommend that students have keyboard training.

Candidates applying to Bowdoin College are evaluated by members of the admissions staff in terms of the following factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations and Bowdoin interview, application and essay, overall academic potential, and personal qualities.

APPLICATION AND ADMISSION PROCEDURES

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision Option I is November 15. The deadline for Early Decision Option II and regular admission is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

Application materials include the Common Application and the Bowdoin Supplement. Both are included in the Bowdoin College *Viewbook.* The Common Application is also available through high school guidance offices. Copies of the full application or Bowdoin supplementary materials may be obtained by contacting the Office of Admissions, or through the Bowdoin College World Wide Web site.

The Common Application includes the Personal Application, with the School Report and two Teacher Evaluation Forms. The Bowdoin Supplement includes a supplementary essay; a Mid-Year School Report; optional Arts and Athletics supplements; the Early Decision form if applicable; and, for those who wish to be considered for financial aid, the Bowdoin Financial Aid Application. Applicants for admission must also submit the $60 application fee or an application fee waiver.

Regular Admission

The following items constitute a completed admissions folder:

1. The Common Application, essays, and required supplementary materials submitted with the application fee ($60) as early as possible in the senior year. The deadline for receiving regular applications is *January 1.* In addition to the primary essay required as part of the Common Application, Bowdoin requests that candidates submit a supplementary essay describing the positive impact that one outstanding secondary school teacher has had on the candidate's development.

2. *School Report:* The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.

3. *Recommendations:* Each candidate is required to submit two teacher recommendations, which should be completed by two academic subject teachers and returned as soon as possible and no later than January 1.

4. *College Entrance Examination Board or American College Testing Scores:* Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. This past year, approximately 28 percent of Bowdoin's accepted applicants decided not to submit standardized test results. In those cases where test results are submitted, the Admissions Committee considers this information as a supplement to other academic information such as the transcript and recommendations. The candidate is responsible for making arrangements to take the College Board examinations and for ensuring that Bowdoin receives the scores if he or she wants them to be considered as part of the application. Should Bowdoin receive the scores on the secondary school transcript, these scores will be inked out before the folder is read by the Admissions Committee. Students choosing to submit their SAT or ACT and SAT II test scores should complete all examinations no later than January of the senior year.

Note: Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling. (See also Home-Schooled Applicants, page 11.)

5. *Visit and Interview:* A personal interview at Bowdoin with a member of the admissions staff, a senior interviewer, or an alumnus or alumna is *strongly encouraged* but not required. If a campus visit is not possible, members of the Bowdoin Alumni Schools and Interviewing Committee (BASIC) are available in most parts of the country to provide an interview that is closer to home. (For further information on BASIC, see page 277.) Candidates' chances for admission are not diminished because of the lack of an interview, but the interviewers' impressions of a candidate's potential can often be helpful to the Admissions Committee. Twelve carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement regular staff appointments from September through December. On-campus interviews are available from the third week in May through late December.

The Admissions Office schedules interviews throughout the year, except from January 1 to the third week in May, when the staff is involved in the final selection of the class.

6. *Notification:* All candidates will receive a final decision on their application for admission by early April. A commitment to enroll is not required of any first-year candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. Upon accepting an offer of admission from Bowdoin, a student is expected to include a $300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may petition for one through their guidance counselor using the standard College Board form.

Early Decision

Each year Bowdoin offers admission to approximately 40 percent of its entering class through two Early Decision programs. Those candidates who are certain that Bowdoin is their first choice and have a high school record that accurately reflects their potential may wish to consider this option. The guidelines for Early Decision are as follows:

1. When candidates file an application for admission, they must state in writing that they wish to be considered for Early Decision and that they *will enroll if admitted.* Early Decision candidates are encouraged to file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted on an Early Decision basis.

2. The Common Application and essays, accompanied by a request for Early Decision, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of $60 (or fee-waiver form) must be submitted to Bowdoin by November 15 for Early Decision I (notification by mid-December), or by January 1 for Early Decision II (notification by mid-February).

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service's "PROFILE" will be notified of the amount of their award soon after they receive their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin by the application deadlines.

4. The submission of College Entrance Examination Board or American College Testing scores at Bowdoin is optional as an admissions requirement. Applicants need not be deterred from applying for Early Decision because they have not completed the CEEB or ACT tests.

5. An Early Decision acceptance is contingent upon completion of the senior year in good standing.

6. Applicants who are not accepted under the Early Decision program may be transferred to the regular applicant pool for an additional review. Each year a number of applicants who are deferred under Early Decision are accepted early in April, when decisions on all regular admissions are announced. However, some students may be denied admission at Early Decision time if the Admissions Committee concludes that their credentials are not strong enough to meet the overall competition for admission.

7. Responsibility for understanding and complying with the ground rules of Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College will rescind any offer of admission and financial aid.

Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year should request a deferment from the dean of admissions prior to May 1, explaining the reasons for delaying matriculation. It is Bowdoin's practice to honor most of these requests and to hold a place in the next entering class for any student who is granted a deferment. The student, in return, must agree to withdraw all applications at other colleges or universities. A $300 nonrefundable admissions deposit must accompany the deferral request.

Admission with Advanced Standing

Bowdoin recognizes College Entrance Examination Board Advanced Placement and International Baccalaureate results and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to have AP and IB test results sent to the Admissions Office.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation. Determinations of advanced placement and credit are made during the student's first year at Bowdoin.

Some students have the opportunity to enroll in college-level course work prior to graduation. Bowdoin College will consider granting credit for pre-college course work, providing the following criteria have been met: the course work must have been completed on a college campus, must have been completed in a class with matriculated college students, may not have been used to satisfy any high school graduation requirements, and must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

First-year students may apply a maximum of eight course credits toward the degree from the Advanced Placement program, the International Baccalaureate Program, or pre-college course work.

Home-Schooled Applicants

Home-schooled applicants and candidates applying from secondary schools that provide written evaluations rather than grades are required to submit SAT I and SAT II or ACT test results. SAT II tests should include Math IC or Math IIC and a science. A personal interview is also strongly recommended.

International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. In 2001–2002, more than 500 international students, including U.S. citizens who attended schools abroad, applied for admission to Bowdoin.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. All international students must submit the Common Application, the required essays, and the International Student Supplement, which is available from the Admissions Office or from the Bowdoin College Web site.

2. Students whose first language is not English should submit official results of the Test of English as a Foreign Language (TOEFL) by the appropriate deadlines.

3. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form and the Bowdoin Financial Aid Application when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has designated three to four fully funded scholarships for international students for each entering class. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these exceptional financial aid packages is intense. Both first-year and transfer applicants who wish to be considered for financial aid should submit required materials by January 1.*

Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. **Citizens of the United States** should file the Common Application and essay (a brief statement indicating the reasons for transferring to Bowdoin), and the Transfer Student Supplement (available from the Admissions Office or Bowdoin's Web site) with the $60 application fee by March 1 for fall admission or by November 15 for mid-year admission. **International students** should file the application by March 1 for fall admission or by November 15 for mid-year admission and include the Transfer Student Supplement, the International Supplement, and the application fee. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, a statement from a dean or advisor at their university or college, and at least two recommendations from current or recent professors. Interviews are strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in late April or May. Candidates for January admission are notified in mid-December.

2. Transfer candidates usually present academic records of Honors quality ("B" work or better) in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C or higher has been received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the Office of Student Records and have been appraised by the appropriate dean and academic departments.

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. All transfer students are eligible for aid, based on financial need. **U. S. applicants** for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's "Profile" by March 1. **International applicants** for aid must file the College Scholarship Service Foreign Student Financial Aid Form by February 15. Financial aid usually is not available for transfer students applying for January admission.

***Candidates who do not apply for financial aid during the admissions process should not expect funding at any time in their course of study at Bowdoin College.**

Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. One or two courses are charged at a special rate of $2,100 per course. No more than two credits may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the $60 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

APPLICATION FOR FINANCIAL AID

Need-Blind Admissions Policy

It is the policy of Bowdoin College to meet the full calculated financial need of all enrolled students and to meet the full calculated financial need of as many entering first-year students as the College's financial resources permit.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the selection process. Because spending history is Bowdoin's only guide, there is no guarantee that the budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need.

For the past decade, financial need has *not* been a criterion in the selection of candidates for admission with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens.

The resources budgeted for financial aid have increased significantly each year. In addition, the capital campaign completed in 1998 has added $29 million in endowment for financial aid, and fund-raising continues to address this need.

Procedure for Application for Financial Aid

Students who wish to be considered for financial aid must apply each year. The primary financial aid document is the College Scholarship Service's "Profile." In addition, the Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for all federal grant and loan programs. A brief supplement, the Bowdoin Financial Aid Application (BFAA), is included with the application materials for admission to the College to ensure that our Student Aid Office is aware of a candidate's intent to file for aid. Application deadlines for entering students are listed below. Returning students will be issued forms as part of their renewal package in March.

Cost should not discourage students from applying to Bowdoin College. Through its extensive scholarship grant and loan programs, Bowdoin's financial aid policy is designed to supplement family efforts so that as many students as possible can be admitted each year with the full amount of needed financial assistance. In the Class of 2006, approximately 46 percent of the entering class of 457 students were awarded need-based grants. The average award of grant, loan, and job was $25,700. The amount of assistance intended to meet the individual's need is calculated from the information in the College Scholarship Service's "Profile." Additional material about the program of financial aid at Bowdoin can be found on pages 16–20. Awards of financial aid are announced soon after letters of admission have been sent.

Summary of Application Deadlines

Application materials for admission and student aid include the completed Common Application with supplementary essay, the Bowdoin Financial Aid Application or Foreign Student Financial Aid Application, the College Scholarship Service "Profile," and the Free Application for Federal Student Aid (FAFSA). New applicants should submit these materials in accord with the following deadlines:

Early Decision I

November 15: Common Application and supplementary essay, Bowdoin Financial Aid Application, Profile, and most recent federal tax returns

February 15: FAFSA

Early Decision II

January 1: Common Application and supplementary essay, Bowdoin Financial Aid Application, Profile, and most recent federal tax returns

February 15: FAFSA

Regular Admission

January 1: Common Application and supplementary essay

February 15: Bowdoin Financial Aid Application, Profile, FAFSA, and most recent federal tax returns

Note: Canadian students should file a Profile and Canadian tax returns instead of the Foreign Student Financial Aid Form.

International Applicants

First-Year Students:

January 1: Common Application and supplementary essay, International Student Supplement, Transfer Supplement if applicable, TOEFL Report, Foreign Student Financial Aid Form

Transfer Applicants

Fall: March 1: Common Application and supplementary essay, Transfer Supplement, Bowdoin Financial Aid Application, Profile, FAFSA, and most recent federal tax returns; International Student Supplement and Foreign Student Financial Aid Form for international applicants

Spring: November 15: Common Application and supplementary essay, Transfer Supplement, Bowdoin Financial Aid Application; International Student Supplement if applicable

Note: Financial aid is often not available for spring transfer students.

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5000 College Station, Brunswick, ME 04011; Tel. (207) 725–3100, FAX: (207) 725-3101. Inquiries about financial aid should be addressed to the Director of Student Aid, Bowdoin College, 5300 College Station, Brunswick, ME 04011-8444; Tel. (207) 725–3273; FAX: (207) 725–3864.

Financial Aid

Bowdoin College's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College with the full amount of needed assistance. Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that students who receive financial aid as grants should also be responsible for a portion of their expenses. Consequently, loans and student employment will generally be part of the financial aid award. Applications for financial aid should be submitted to the director of student aid on or before the published deadlines. On-time submission of the required application forms guarantees that the student will be considered for all the financial aid available to Bowdoin students, including grants, loans, and jobs from any source under Bowdoin's control.

Approximately 57 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. Students receiving endowed funds may be asked to communicate with donors. Information on the availability of scholarship and loan funds may be obtained through the College's Student Aid Office. Questions regarding endowed funds and the establishment of such funds should be directed to the Office of Development.

In 2001–2002, Bowdoin distributed a total of about $14,932,500 in need-based financial aid. Grants totaled about $11,561,025 in 2001–2002 and were made to approximately 39 percent of the student body. Long-term loans continue to be an integral part of financial aid, supplementing scholarship grants. The College provides about $1,202,100 to aid recipients each year from loan funds under its control; another $1,361,050 in loan aid comes from private lenders under the terms of the Federal Stafford program.

Application for Financial Aid

Students who wish to be considered for financial aid must submit an application each year. All candidates for aid who are United States or Canadian citizens must submit the College Scholarship Service "Profile" form and the Bowdoin Financial Aid Application by the date specified. U. S. citizens must also file the Free Application for Federal Student Aid (FAFSA). In lieu of the Profile and FAFSA, international candidates must file the College Scholarship Service's (CSS) Foreign Student Financial Aid Application concurrently with their application for admission.

The FAFSA is used to determine eligibility for the following aid programs at the College: Federal Pell Grants; Federal Supplementary Education Opportunity Grants (SEOG); Federal Perkins Loans; Federal Stafford Loans; and Federal Work Study jobs. The Bowdoin Financial Aid Application and the "Profile" are used to determine the family's need for Bowdoin College scholarship grants and Bowdoin College Consolidated Loans.

Domestic transfer students applying for aid must file the FAFSA with the federal processor and the "Profile" with the College Scholarship Service by March 1 and send the Bowdoin Financial Aid Application and a Financial Aid Transcript (available from their previous college) to the Student Aid Office.

Whether a student receives financial aid from Bowdoin or not, long-term, low-interest loans under the Federal Stafford Loan program are available. Such loans are generally provided by private lenders and require both a FAFSA and a separate loan application.

When parents and students sign the Bowdoin Financial Aid Application, the FAFSA, and the "Profile," they agree to provide a certified or notarized copy of their latest federal or state income tax return, plus any other documentation that may be required. To verify or clarify information on the aid application, it is a common practice for the College to ask for a copy of the federal tax return (Form 1040, 1040EZ or 1041A) and W-2 Forms each year. The College's Financial Aid Committee will not take action on any aid application until sufficient documentation has been submitted.

Eligibility for Aid

To be eligible for aid at Bowdoin College, a student must:

1. Be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis;
2. Demonstrate a financial need, which is determined, in general, on the basis of College Scholarship Service practices; and
3. Satisfy academic and personal requirements as listed in the Financial Aid Guide that accompanies an award of aid.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen, national, or permanent resident of the United States or the Trust territory of the Pacific Islands.

A student is eligible for Bowdoin aid for a maximum of eight semesters. The College's Financial Aid Committee may, at its own discretion, award a ninth semester of aid.

The amount and types of aid a student may receive are limited by calculated need as determined by the College's Financial Aid Committee. If funds are not sufficient to meet the full need of eligible students in any year, the Committee will adopt procedures to assure that the greatest number of eligible candidates will receive the greatest proportion of the aid they need.

All awards of financial aid made in anticipation of an academic year, including the first year, will remain in effect for the full year unless the student's work is unsatisfactory. Students may also be assured of continuing financial aid that meets their need in subsequent years if their grades each semester are such as to assure progress required for continued enrollment (see Academic Standards and Regulations, Deficiency in Scholarship," pages 34–35).

Awards to students whose work is unsatisfactory may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

Determination of Need

College policy is to meet a student's full, calculated financial need for each year in which he or she qualifies for aid, as long as funds are available. Financial need is the difference between Bowdoin's costs and family resources. Resources consist of parental income and assets, student assets, student earnings, and other resources, such as gifts, non-College scholarships, and veteran's benefits.

Parental assistance from income and assets is determined from the information submitted on the FAFSA, "Profile," and Bowdoin Financial Aid Application. It is presumed that both of the parents or legal guardians are responsible for the student's educational expenses, including the continuing obligation to house and feed the student, to whatever extent is possible. Divorce or separation of the natural parents does not absolve either parent from this obligation.

Student assets at the time the first application is filed are expected to be available for college expenses in the years leading to graduation. From 80 to 100 percent of those student savings are prorated over the undergraduate career in the College's initial need calculation. Students are not required to use their savings, and may choose to make up this amount in other ways. If a student decides to use those savings over fewer years or for other purposes, Bowdoin will continue to include the prorated amount in its calculation of student assets.

The College expects students to earn a reasonable amount during summer vacation and/or from academic-year campus employment. The amount will vary depending upon the student's year in college and the prevailing economic conditions, but it generally is the same for all aid recipients in each class.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

Aid Awards

Awards are a combination of scholarship grants and self-help, i.e., a loan offer and a campus earnings expectation. The College determines both the type and amount of aid that will be offered to each student. The aid combination, or package, varies each year depending upon a student's need. Even if the total amount of aid remains unchanged, the family should expect the scholarship grant to decrease by $150 to $200 per year and the annual self-help portion to increase by the same amount.

Scholarship grants are gift aid provided without student obligation of any kind. No repayment of the scholarship grant is expected. These awards come from a variety of sources such as endowed funds, current gifts, and the federal government, including any Pell or SEOG grant a student may receive. Students are automatically considered for all grants and therefore do not apply for specific awards.

Bowdoin College Loans, Federal Stafford Loans, and Federal Perkins Loans are available to students to cover payment of educational expenses. Parents are typically not legally responsible for repayment of these loans. The loan portion of an aid package is an offer; students often are eligible to borrow in excess of the amount offered. The scholarship grant will not be affected by a student's decision to accept or decline all or any part of the loan. An additional parental contribution or extra summer or campus earnings may be used to replace the loan at the discretion of the student and the family. Long-term loans may also be made to students not receiving scholarship grants.

These loans, including the subsidized Federal Stafford Loans, Federal Perkins Loans, and Bowdoin College Consolidated Loans, usually bear no interest during undergraduate residence. As of July 1994, interest is charged at 5 percent for the latter two loans; interest on Stafford Loans is variable, with a maximum rate of 8.25 percent. Payment over a ten-year period begins six months after graduation or separation, or after graduate school; two or three years of deferment are possible for various categories of service or internships. Perkins Loans also provide for the cancellation of some payments for persons who become teachers and/or who serve in the Peace Corps or Vista, and for several other types of service.

Small, short-term loans are available upon application at the Controller's Office.

Bowdoin National Merit Scholarships

In the fall of 1999, Bowdoin College began to sponsor National Merit Scholarships. Winners of these awards who do not demonstrate financial need will receive a $1,000 award from the National Merit Corporation, renewable up to four years. Bowdoin National Merit scholars demonstrating need will receive $2,000 renewable awards from the National Merit Corporation and all remaining need will be met with Bowdoin grant aid and on-campus employment.

National Achievement Scholarships

While Bowdoin College does not sponsor National Achievement Scholarships, scholars who enroll will receive the same grants and loan-free packages offered to National Merit Scholars.

Student Employment

A student who receives aid is expected to meet part of the educational expense from summer employment and from a campus earnings expectation, which is included in the financial aid award. The student may choose to work or not; this decision has no further effect upon the scholarship grant or loan offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College and employment by outside agencies represented on the campus or located in the community. College policy is to give priority in hiring to students with recognized financial need. However, employment opportunities are open to all students who are interested and able to work. Commitments for employment are made to first-year students at the opening of College in the fall. The annual student payroll currently stands at about $1,500,000.

Federal Financial Aid Programs Available at Bowdoin

The College participates in the Federal Work-Study Program established under the Economic Opportunity Act of 1964, the Federal Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Federal Pell Grant Program established under the Higher Education Amendments of 1972, along with the Federal Perkins and Federal Stafford Loan programs previously mentioned. The College also works closely with several states that can provide handicapped students and those receiving other forms of state aid with financial assistance to help with their educational expenses.

Veterans Benefits

The degree programs of Bowdoin College are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for benefits (GI Bill) from the U.S. Department of Veterans Affairs. Students who request veterans' educational assistance are required to have all previous post-secondary experience evaluated for possible transfer credit in order to be eligible for benefits. For more information, contact the Office of Financial Aid.

First-Year Student Awards

About 190 entering students each year receive prematriculation awards to help them meet the expenses of their first year. Recently the awards have ranged from $1000 to $37,800. As noted above, some awards are direct grants, but most also include loan offers. The size and nature of these awards depend upon the need demonstrated by the candidates. The application process and deadlines are described on pages 13–14. Candidates will be notified of a prematriculation award soon after they are informed of the decision on their applications for admission, usually about April 5.

Upperclass Awards

Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their financial need and academic progress. All continuing students who wish to be considered for aid must register as aid candidates with the Office of Student Aid by March 5 each year. The director of student aid will make the appropriate forms available each year and will provide notification of application requirements and filing deadlines.

It is the responsibility of the student to submit all required forms on time according to the dates published by the Student Aid Office. Upperclass students and their families must complete the Bowdoin Financial Aid Application, the Free Application for Federal Student Aid (FAFSA), and the "Profile" of the College Scholarship Service for each year that aid is requested. Upperclass students file for aid in March; award notifications are mailed in late June. Applications received after the deadline will be considered on a "funds available" basis. Late applicants, if funded, may receive larger loan offers and proportionally less grant.

Normally, awards are made at the end of one academic year in anticipation of the next, but applications or requests for a financial aid review may be made prior to December 20 for aid to be assigned during the spring semester on a funds-available basis.

Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

Foreign Student Awards

Bowdoin has a limited number of fully funded financial aid awards for foreign students. To be considered for these awards, the student must file the College Scholarship Service's Foreign Student Financial Aid Application, which is available from the Admissions Office. Foreign students who do not apply at the time of admission should not expect financial aid during any of their years at Bowdoin. Canadian citizens should submit a Profile instead of the Foreign Student Financial Aid Form.

Graduate Scholarships

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional schools. In 2001–2002, Bowdoin provided $402,800 in graduate scholarship assistance to 90 students. Further information about these scholarships is available through the Student Aid Office.

Special Funds

Income from these funds is used to assist students with special or unexpected needs. Further information is available through the Office of the Dean of Student Affairs.

Further information about application procedures, eligibility, need calculation and awards, plus descriptions of individual federal, state, and College programs is contained in the Financial Aid Guide that accompanies an award of aid and is available upon request. Questions about Bowdoin's aid programs may be addressed to the director of student aid.

Expenses

COLLEGE CHARGES

Fees for the 2002-2003 academic year are listed below. Travel, books, and personal expenses are not included; the student must budget for such items on his/her own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	**Full Year**
Tuition*	$14,035.00	$28,070.00
Housing:		
- Residence Halls	1,615.00	3,230.00
- Pine and Harpswell Street Apartments**	1,770.00	3,540.00
- Other apartments**	1,660.00	3,320.00
Board (19-meal plan)	2,037.50	4,075.00
Student Health Fee*	162.50	325.00
Student Activities Fee*	145.00	290.00
Class Dues*†:		
Seniors	27.50	55.00
Other classes	12.50	25.00
Telecommunications Service***	50.00	100.00

* Required fees for all students.

** When normal occupancy varies, rates may change accordingly.

*** Applicable only to students in College housing.

† 2001–2002 dues. Amount may change.

Off-Campus Study Fees

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 2002–2003 is $750 per program. The fee is waived for students attending any Colby-Bates-Bowdoin (CBB) program, ISLE in Sri Lanka, SITA in India, or the St. Petersburg/Nevsky Institute.

The Bowdoin student health policy remains in effect while a student studies elsewhere, unless the student is obliged to purchase a similar insurance from that program.

Registration and Enrollment

All continuing students are required to register during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers for classes after the first week of classes must pay a $20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of $20 is assessed for late submission of the Enrollment Form.

A $400 Re-enrollment Deposit is due about April 1 from all students planning to continue at Bowdoin the following fall semester. Students may not register for classes or apply for housing unless this deposit has been paid. The deposit is an advance payment against the fall semester tuition and will be shown on the bill for that term. The deposit is forfeited if a student registers and then transfers or resigns from the College before the fall semester.

Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks	80%
During the third week	60%
During the fourth week	40%
During the fifth week	20%
Over five weeks	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds. Financial aid awards will be credited in proportion to educational expenses, as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Title IV funds will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student's departure.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 16–20.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The Director of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal or 14-meal board plan. Students living in College apartments or off campus may purchase a 10-meal or declining balance board plan or one of the standard plans, if they choose.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of the Dudley Coe Health Center and the Counseling Service are available to all students. The student health fee covers health and accident insurance, in which all students are enrolled. The health insurance provides year-round coverage whether a student is enrolled at Bowdoin or in an off-campus study program.

A pamphlet specifying the coverage provided by the student health policy is available from the Health Center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence must be registered with Campus Security. The registration decals cost $25 for students. Vehicles must be registered each academic year. Failure to register a motor vehicle will result in a $25 parking ticket each time the vehicle is found on campus. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with Campus Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance and provide proof of insurance at the time of registration. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking areas according to their living locations.

PAYMENT OF COLLEGE BILLS

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current for semester enrollment and course registration to occur. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to his/her residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, page 36). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are sent in July and December, respectively. Payment for each semester is due 30 days from the billing date. Credits (funds received) appear on the bill. Bowdoin scholarship grants, payments from the family, and any other cash payments are examples of credits. Bowdoin loan offers, estimated Pell Grants, and payment plan contracts are tentative credits (funds expected). The balance due is the difference between all charges and all credits (both actual and tentative). Bills are sent to the student unless the Bursar is requested in writing to direct them to someone other than the student.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Bowdoin does not have its own in-house payment plan. Students may choose from three outside installment payment plan agencies offered. Applications are included with the first bill for each semester. The plans offered are through Academic Management Services (AMS), Key Education Resources, and Tuition Management Systems (TMS). Credit cards are not accepted by Bowdoin College in payment of college charges.

The Curriculum

Bowdoin recognizes through its course offerings and requirements the importance of relating a liberal education to a world whose problems and needs are continually changing. The College does not prescribe specific courses for all students. Rather, each student determines an appropriate program of liberal arts courses within the framework of the College's academic standards and in consultation with an academic advisor.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The requirements for the degree include completion of a minimum number of courses, residence at the College for a minimum time, fulfillment of the distribution requirements, and completion of a major. A student must achieve minimum grades in order to remain enrolled at Bowdoin.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment of the first year. Faculty members may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students declare their majors during the second semester of the sophomore year, and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

1. Successfully passed thirty-two full-credit courses or the equivalent;
2. Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;
3. Completed at least two courses in each of the following divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts—and two courses in non-Eurocentric studies; and
4. Completed a major, be it a departmental major, two departmental majors, a coordinate major, an interdisciplinary major, or a student-designed major (a departmental minor may be completed with any of the preceding).

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take two courses from each of the three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts. Students must also take two courses in non-Eurocentric studies; a course that satisfies the non-Eurocentric studies requirement may also count for its division. These requirements may not be met by Advanced Placement or International Baccalaureate credits, but may be met by credits earned while studying away from Bowdoin. Distribution requirements should normally be completed by the end of the sophomore year. Areas of distribution are defined as follows:

Natural Science and Mathematics: Biochemistry, biology, chemistry, computer science, geology, mathematics, neuroscience, physics, and certain environmental studies and psychology courses. (Designated by the letter *a* following a course number in the course descriptions.)

Social and Behavioral Sciences: Africana studies, economics, government, psychology, sociology and anthropology, and certain Asian studies, environmental studies, history, and women's studies courses. (Designated by the letter *b* following a course number in the course descriptions.)

Humanities and Fine Arts: Art, Chinese, classics, dance, education, English, film, German, Japanese, music, philosophy, religion, Romance languages, Russian, theater, most history courses, and certain Asian studies and women's studies courses. (Designated by the letter *c* following a course number in the course descriptions.)

Non-Eurocentric Studies: Students must take two courses that focus on a non-Eurocentric culture or society, exclusive of Europe and European Russia and their literary, artistic, musical, religious, and political traditions. The requirement is intended to introduce students to the variety of cultures and to open their minds to the different ways in which people perceive and cope with the challenges of life. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on African American, Native American, or Latin American cultures will meet the requirement. Language courses do not meet this requirement. (Designated by the letter *d* following a course number in the course descriptions.)

THE MAJOR

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 47. Interdisciplinary majors are described beginning on page 176.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until spring of the sophomore year. Students are required to declare their majors before registering for courses for the junior year or applying to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

Departmental and Program Majors

Departmental and program majors are offered in the following areas:

- Africana Studies
- Anthropology
- Art History
- Asian Studies
- Biochemistry
- Biology
- Chemistry
- Classics
- Classics/Archaeology
- Computer Science
- Economics
- English
- French
- Geology
- German
- Government and Legal Studies
- History
- Latin American Studies
- Mathematics
- Music
- Neuroscience
- Philosophy
- Physics and Astronomy
- Psychology
- Religion
- Romance Languages
- Russian
- Sociology
- Spanish
- Visual Arts
- Women's Studies

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see page 121.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

- Art History and Archaeology
- Art History and Visual Arts
- Chemical Physics
- Computer Science and Mathematics
- English and Theater
- Eurasian and East European Studies
- Geology and Chemistry
- Geology and Physics
- Mathematics and Economics

For complete descriptions of these interdisciplinary majors, see pages 176–80.

A student may take the initiative to develop an interdisciplinary major not specified in the *Catalogue* by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of Student Records. Student-designed majors require the approval of the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

- Africana Studies
- Asian Studies
- Anthropology
- Art (Art History or Visual Arts)
- Biology
- Chemistry
- Classics (Greek, Latin, Classics, Archaeology, or Classical Studies)
- Computer Science
- Dance*
- Economics
- Education*
- English
- Film Studies*
- Gay and Lesbian Studies*
- Geology
- German
- Government and Legal Studies
- History
- Latin American Studies
- Mathematics
- Music
- Neuroscience
- Philosophy
- Physics and Astronomy
- Psychology
- Religion
- Romance Languages (French or Spanish)
- Russian
- Sociology
- Theater*
- Women's Studies

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* *These programs offer only a minor.*

Academic Standards and Regulations

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each. The one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to enroll in no fewer than four credits each semester. Students wishing to take five or more credits must receive approval from their dean. Students may not take more than four and a half credits while on academic probation without approval from their dean. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits *only* if a ninth semester is required to complete the degree *and* he or she has previously been a full-time Bowdoin student for eight semesters.

Attendance and Examinations

Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examination, instructors may require documentation of excuses from the Office of the Dean of Student Affairs after consultation with the Dudley Coe Health Center or the Counseling Office. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of Student Records. No examinations may be given nor extra classes scheduled during Reading Period. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams, final exams, and hour exams All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three **hour** examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Dean's Office.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King, Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2002:	
Rosh Hashanah	September 7–8
Yom Kippur	September 16
2003:	
Martin Luther King, Jr. Day	January 20
First Day of Passover	April 17
Good Friday	April 18
Easter	April 20

Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum size limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of Student Records by 5:00 P.M. on the day specified in the Schedule of Course Offerings. Students receive initial notification of their courses within a few days, and Phase II Registration then gives those students who were not registered for four courses the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register at the same time that students are registering on campus; the Office of Student Records Web site provides the necessary schedules and forms so that registration may be done electronically at http://www.bowdoin.edu/studentrecords.

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form may be barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services. Enrollment Forms returned late are subject to a $20 fine. In addition, any student who registers initially for courses after the first week of classes must pay a $20 late fee.

Once classes begin, students may adjust their course schedules by submitting an add/drop card to the Office of Student Records. Students have two weeks to make the necessary adjustments to their schedules. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have an extended drop period of six weeks; this longer period for new students recognizes the fact that new students sometimes undergo a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee, except for first-semester students who may drop through the sixth week with the permission of their dean and advisor. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a $20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students receive periodic notices of the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291, 292, 293,** or **294.** An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401** or higher. Independent study may not be taken on a Credit/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the individual semesters of the course.

Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation), F, the student has not demonstrated a satisfactory understanding of the basic material of the course. Plus (+) or minus (–) modifiers may be added to B and C grades; only the minus (–) modifier may be added to the A grade.

Faculty report grades to the Office of Student Records at the close of the semester. Grade reports are sent to students shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

Credit/Fail Option

A student may choose to take a limited number of courses on a Credit/Fail basis as opposed to a graded basis. Courses to be taken on a credit/fail basis should be so indicated on the Registration Card or Add/Drop Card. If a student chooses this option, credit is given if the student produces work at a level of D or above, and a grade of F is given otherwise.

A student may elect no more than one course of the normal four-course load each semester on a Credit/Fail basis, although a student may elect a fifth course any semester on a Credit/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/Fail basis; courses in excess of the thirty-two required may be taken for Credit/Fail without limit as to number. Courses that can only be taken Credit/Fail (most music ensemble and dance performance courses) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy distribution requirements may be taken on a Credit/Fail basis. No course may be changed from graded to Credit/Fail or vice versa after the second week of classes. Students in their first semester at Bowdoin may, with the permission of their dean and advisor, make such changes through the sixth week of the semester.

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If approved, the Incomplete Agreement Form is signed by all necessary individuals, and a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of Student Records will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to this rule or a change of the specified time limit may require approval of the Recording Committee.

Comment, Failure, and Distinction Cards

Faculty may communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view comment cards as academic progress reports providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately discuss corrective assistance with his or her instructor. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

Transcripts

The Office of Student Records will furnish official transcript copies upon written request. There is no charge for transcripts unless the student requests that materials be sent by an overnight delivery service.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (–) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but an F grade received in a course taken on a Credit/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to students whose GPAs are in the top two percent (2%) of the graduating class; a degree *magna cum laude* is awarded to students whose GPAs are in the rest of the top eight percent (8%) of the graduating class; and a degree *cum laude* is awarded to students whose GPAs are in the rest of the top twenty percent (20%) of the graduating class.

Courses taken off campus at one of the Colby, Bates, and Bowdoin Consortium sites are considered Bowdoin courses. Grades earned in these courses are included in GPA calculations.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

Sarah and James Bowdoin Scholars (Dean's List)

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective credit/fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken credit/fail, but only one credit may be for a course(s) the student chose to take credit/fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 32, above.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College.

Academic Probation

Students are placed on academic probation for one semester if they:

1. Receive one F or two Ds in any semester;
2. Receive one D while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of four Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students are placed on academic suspension if they:

1. Receive two Fs, one F and two Ds, or four Ds in any semester;
2. Receive one F or two Ds while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one academic year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission to the dean of student affairs. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of Student Records will send course information to the student's permanent address unless an alternative address has been provided. The student will be unable to participate in course registration until the first day of classes of the semester in which he or she returns. Students are ineligible for housing until after they have been readmitted and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

1. Incur a second academic suspension; or
2. Receive during their tenure at Bowdoin a cumulative total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two terms. Exceptions may be granted by the dean of student affairs.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.
4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Materials will be sent to their permanent address unless an alternative address has been provided. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for RA, proctor, or house resident positions, and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office. Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

Medical Leave of Absence

Medical and emotional circumstances sometimes force students to temporarily interrupt their Bowdoin education and take a medical leave of absence. To initiate a request for a medical leave, the student or his/her advocate (advisor, parent, member of the Health Center or Counseling Center staffs, etc.) should contact a dean who will coordinate the leave and subsequent readmission. Approvals for a medical leave of absence and the conditions associated with the leave will be provided in writing to the student by the dean..Readmission typically is dependent on the following:

1. Receipt of a letter from the student requesting formal readmission and summarizing the student's treatment and personal progress during his/her time away from Bowdoin.
2. Recommendation to the dean of student affairs from the Bowdoin College Health Center and/or Counseling Service in consultation with the student's attending physician and/or counselor. In preparation, the student should authorize the physician and/or counselor to release any information important to the Health Center and/or Counseling Service's evaluation.

While on medical leave, students may take courses with the permission of the dean of student affairs and as long as this does not interfere with their recovery and ability to return to Bowdoin. Once a student is readmitted, the Office of Student Records will send course information to his or her permanent address unless an alternative address has been provided. Students on medical leave will be ineligible for housing until after they have been readmitted; however there is no guarantee that College housing will be available at that time.

Students on medical leave are not considered enrolled at Bowdoin and are expected to leave the College community. Further, they are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are permitted to submit applications for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted. Students on medical leave retain financial aid eligibility if they adhere to College deadlines.

Involuntary Leave of Absence

In unusual circumstances, the dean of student affairs may place students on an involuntary leave of absence. Students who pose a serious threat to themselves or others may be subject to an involuntary leave for medical reasons, while students who are unable to pay their College bills may be subject to an involuntary leave for financial reasons. The dean coordinating an involuntary leave does so in consultation with the student and his/her parents and other appropriate individuals (director of the Health Center or Counseling Service, the College bursar, etc.).

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study beginning on page 43.)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study at other institutions.

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College does not regularly grant credit for work completed through two-year institutions, correspondence, or Internet programs, or abbreviated winter terms ("Jan Plans"). Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of Student Records for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the catalog description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on a Credit/Fail basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of Student Records, and the transcript must arrive in a sealed envelope. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. With the exception of courses taken through the Colby, Bates, and Bowdoin Consortium, course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of Student Records in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Graduation

Students must complete and submit to the Office of Student Records the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received and all academic work has been completed.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

Statement of Student Responsibility

The College Catalogue is made available each year to every Bowdoin student. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to suspension or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petitions can be obtained from the Office of the Dean of Student Affairs. All petitions require the signature of a dean, and, depending of the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. (A dean's signature on a petition signifies that the dean and student have discussed the petition and petition process; it does not necessarily mean that the dean approves of or supports the petition.) Students are notified of the outcome by a letter from the Recording Committee.

Academic Skills Programs

The Baldwin Center for Learning and Teaching

The Baldwin Center for Learning and Teaching opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the center offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the center offers activities and services such as peer tutoring, study groups, and study skills workshops, as well as individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually-tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

In addition, the Baldwin Center provides a resource for faculty on teaching methods, pedagogical innovations, and student learning styles and needs. The director works with the Committee on Teaching and others to develop programs that support faculty members in their efforts to understand and improve learning in their classrooms.

Quantitative Skills Program

The ability to understand and use quantitative information is increasingly important in political and economic life. To be effective, citizens should be able to interpret graphs and tables, understand quantitative relationships, and draw conclusions from data. Many courses in science and social science use such skills, but some entering college students are not prepared to get the most from these courses. Begun in 1996–97, the Quantitative Skills Program encourages all Bowdoin students to develop competence and confidence in using quantitative information. Entering students are tested to assess their proficiency. Those who would benefit from additional work are counseled to take courses across the curriculum that build quantitative skills. Most of these courses are supplemented with small study groups led by trained peer tutors and coordinated by the Quantitative Skills Center. Workshops on special topics are also provided by request of instructors. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program based on the premise that students are uniquely qualified to serve as educated but nonjudgmental readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while encouraging student writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the early draft and the assistant's comments. Student writers in any class may go through a similar process with writing assistants on a drop-in basis during evening hours in the Writing Project Workshops.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connnor, director of the Writing Project, or visit the Writing Project Web site at http://academic.bowdoin.edu/writing_project.

Special Academic Programs

Arctic Studies

A concentration in Arctic studies, offered through the Department of Sociology and Anthropology, the Department of Geology, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

Engineering Programs (3-2 Option)

Through an arrangement with the School of Engineering and Applied Science of Columbia University and with the California Institute of Technology, qualified students may transfer into the third year of an engineering option after completing three years at Bowdoin. After the completion of two full years at the engineering school, a bachelor of arts degree is awarded by Bowdoin and a bachelor of science degree by the engineering school. Columbia also has a 4–2 plan, allowing students to complete their senior year at Bowdoin before pursuing a master's degree. Students also may apply as transfer students during their junior year to any approved school of engineering in the country. Dartmouth offers a number of options, including taking the junior year at the Dartmouth engineering program, senior year at Bowdoin, and fifth year at Dartmouth Thayer School of Engineering. Students should be aware that admission to these schools is not automatic and does not assure financial aid.

Students interested in engineering programs should start planning early and should consult regularly with Dale Syphers of the Department of Physics. All students must take **Physics 103, 104, 223, 229, 300** or **Mathematics 224; Chemistry 109; Mathematics 161, 171,** and **181;** and **Computer Science 103** or **107**. They are also expected to have at least ten semester courses outside of mathematics and science, one of which should be in economics.

First-Year Seminars

The purpose of the first-year seminar program is to introduce students to college-level disciplines and to lead students to understand the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. Each seminar places an emphasis upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

A complete listing of first-year seminars being offered in the 2002–2003 academic year can be found on pages 134–43.

Health Professions Advising

The Office of Health Professions Advising provides students and recent graduates information and guidance regarding a wide range of opportunities in health care. First-year students interested in the health professions are encouraged to attend an introductory meeting during orientation. The office sponsors panel discussions with health care providers, presentations by admissions officers, and a variety of workshops throughout the year to inform all students of their options and of the requirements for entry into each field. The director is available to meet with students in scheduled appointments. Assistance is offered with such issues as the selection of courses, the pursuit of relevant experience outside the classroom, and the application process.

Advisory networks of health care professionals in the Brunswick area and of alumni/ae in the health professions nationwide afford opportunity for career exploration, and the Health Professions Advising Web site contains links to many professional associations. A variety of books and directories are available in both the Office of Health Professions Advising and in the Career Planning Center. For further information, see the office's Web site at www.bowdoin.edu/healthprofessions.

Legal Studies

Students considering the study of law should consult with the Legal Studies Advisory Group and the Career Planning Center. Members of the Legal Studies Advisory Group include Richard E. Morgan and Allen L. Springer, Department of Government and Legal Studies; Lisa Tessler, director of Alumni Career Programs; George S. Isaacson '70, Esq.; and Sarah Chingos, Assistant Director of Career Planning. These individuals assist students in designing a coherent liberal arts program that relates to the study of law and allied fields, and provide guidance on all aspects of the application process.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin.

Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Department of Education. Because courses in education and psychology, along with a major in a teaching field, are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on a ninth semester option for student teaching, see page 109.) An extensive resource library in the Career Planning Center contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth, and public and private school openings. Career advising and credential file services are also available.

Off-Campus Study

Students are encouraged to broaden and enrich their education through participation in semester- and year-long programs of off-campus study, both those administered by Colby, Bates, and Bowdoin Colleges (CBB), and those sponsored by other institutions and organizations. Whether off-campus study occurs abroad or in the United States, the College regards it as an extension of the on-campus educational experience and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult *Guidelines for Off-Campus Study* distributed by the Office of Off-Campus Study; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away no later than March 1. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of Student Records has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 21). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the approved list of approximately 100 programs and universities kept by the Office of Off-Campus Study. In unusual cases in which it is not possible to satisfy a student's academic objectives in an approved program, the student may petition for permission to participate in an unapproved program. For a description of programs offered by Colby, Bates, and Bowdoin at the CBB Centers in Cape Town, London, and Quito, see pages 91–98. For information on programs in which Bowdoin students participate by special arrangement with the sponsoring institutions, see below.

American University Washington Semester Program

The Washington Semester Program, based on American University's Tenley campus in Washington, D.C., offers semesters on several topics, including American Politics (National Government and Public Law), Economic Policy, Foreign Policy, International Environment and Development, Justice, and Peace and Conflict Resolution. Courses are taught by American University faculty. Students who wish to apply must be nominated by Bowdoin's program representative, Janet Martin, in the Department of Government and Legal Studies.

Hamilton College Junior Year in France

The Hamilton College Junior Year in France offers a combination of courses in the various institutes and divisions of the University of Paris and in-house courses taken with students of the program. Hamilton College French professors direct the full-year program on a rotating basis.

Intercollegiate Center for Classical Studies in Rome

The Intercollegiate Center for Classical Studies (ICCS) in Rome provides undergraduates with an opportunity to study Roman art, archaeology, and history, as well as Greek and Roman literature. Italian language, and Renaissance and baroque Italian art. Under a consortial arrangement managed by Duke University, ICCS operates two semesters each academic year; students generally enroll for one semester during their junior year.

Institute for the International Education of Students (IES)

IES operates semester and full-year programs in several foreign countries, with courses in the humanities, languages, social sciences, natural sciences, mathematics, and fine arts. In most cases, IES offers a combination of classes taught expressly for Institute students and regular course offerings at a local partner university. IES programs approved for participating Bowdoin students include those in La Plata (Argentina), Vienna (Austria), Nantes (France), Berlin and Freiburg (Germany), Nagoya (Japan), and Madrid and Salamanca (Spain).

Intercollegiate Sri Lanka Education (ISLE) Program

The ISLE Program, in Kandy, Sri Lanka, is a consortial program affiliated with the University of Peradeniya, and for which Bowdoin is the agency college. ISLE provides up to twenty-four students with the opportunity to pursue academic interests in South Asia. Course offerings include required language study, archaeology, ancient and modern history, Buddhist philosophy and practice, social and gender issues, literature and folklore, politics and government, economics, environmental studies, dance, and independent study. Students live with Sri Lankan host families and tour important archaeological and religious sites.

Marine Biological Laboratory: Semester in Environmental Science

The Marine Biological Laboratory in Woods Hole, Massachusetts, offers the Semester in Environmental Science Program each fall at its ecological research arm, the Ecosystems Center. Two core lecture and laboratory courses, Aquatic Ecosystems and Terrestrial Ecosystems, present basic ecological systems and processes. Students also participate in one of several electives. Students use the skills learned throughout the semester to develop and conduct independent team research projects.

South India Term Abroad (SITA) Program

The SITA Program operates in Tamil Nadu, India. Designed primarily for non-South Asia specialists, SITA offers fall and spring programs, with courses in language, history, religion, literature, social and cultural issues, and independent study. Participants live with host families and tour several regions in South India.

The St. Petersburg/Nevsky Institute Program

The St. Petersburg Program, based at the Nevsky Institute, St. Petersburg, Russia, offers courses in Russian language and culture in the spring semester of 2003. Two courses are taught by staff of the Nevsky Institute, and two by an accompanying Bowdoin professor. Courses are supplemented by homestay accommodation and by excursions to cultural and historical sites in St. Petersburg and elsewhere in Russia.

The Swedish Program

The Swedish Program is sponsored by the University of Stockholm and a consortium of American colleges and universities, including Bowdoin. It offers students the opportunity to spend either a semester or a year studying comparative institutional organization and public policy in complex industrial societies. Most courses are interdisciplinary in nature. The only required course is a semester of Swedish language, but nearly all students take The Swedish Model and Comparative Public Policy. Other courses offered typically include Women and Swedish Society, Swedish and European Film, Politics and Nationalism in Eastern Europe, and Environmental Policy: A Sustainable Baltic Region.

Twelve College Exchange

The Twelve College Exchange provides Bowdoin students with the opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, or Williams Colleges or Wesleyan University. Also available through the Twelve College Exchange are the *Williams College–Mystic Seaport Program in American Maritime Studies* and the *National Theater Institute.*

Courses of Instruction

THE DEPARTMENTS OF INSTRUCTION in the following descriptions of courses are listed in alphabetical order. A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

EXPLANATION OF SYMBOLS USED

[Bracketed Courses]: All courses not currently scheduled for a definite semester are enclosed in brackets.

* On leave for the fall semester.

** On leave for the spring semester.

† On leave for the entire academic year.

a: Satisfies one semester of the distribution requirement for natural science and mathematics.

b: Satisfies one semester of the distribution requirement for social and behavioral sciences.

c: Satisfies one semester of the distribution requirement for humanities and fine arts.

d: Satisfies one semester of the distribution requirement for non-Eurocentric studies.

Prerequisites: Indicates conditions that must be met in order to enroll in the course.

Course Numbering. Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Independent study: Directed reading
300–399	Advanced courses, including senior seminars and topics courses
401–404 451–452	Independent study: Original or creative projects and honors courses

Africana Studies

Administered by the Africana Studies Committee;
Randolph Stakeman, *Program Director and Chair*
Harriet H. Richards, *Program Coordinator*
(See committee list, page 322.)

Visiting Assistant Professor
Julie McGee
Lecturer
Carol A. Wright
Joint Appointment with Sociology
Visiting Assistant Professor H. Roy Partridge, Jr.

Africana studies is an interdisciplinary program designed to bring the scholarly approaches and perspectives of several traditional disciplines to bear on an understanding of black life. Emphasis is placed on the examination of the rich and varied cultures, literature, and history of black people in Africa and in the African diaspora, including the United States, the Caribbean, and Latin America. Such a systematic interdisciplinary approach captures the historic, multifaceted quality of African-American scholarship and allows the student to integrate effectively the perspectives of several academic departments at the College.

Requirements for the Major in Africana Studies

The major in Africana studies consists of five required core courses, a concentration of four additional courses, and a one-semester research project, for a total of ten courses. The core courses—**Africana Studies 101** or **102; Sociology 208; English 275, 276, 285,** or **286; History 236, 237,** or **243;** and **History 262** or **267**—have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Africana studies. The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are Race and Class in American Society, Cultures of the African Diaspora, Political Economy of Blacks in the Third World, and the Arts of Black America. Appropriate courses to be taken should be worked out by the student and the director of the Africana Studies Program.

In addition, the research project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience. Students may complete their research project as part of a 300-level course, or as an independent study under the direction of one of the program's faculty. Students should consult with the director concerning courses offered in previous years that may satisfy the program requirements.

Requirements for the Minor in Africana Studies

The minor in Africana Studies will consist of five courses in the Africana Studies program, one of which will be an introductory course (either **Africana Studies 101** or **102**) and one of which will be a research course (either a 300-level seminar or an independent study) as a capstone course. In order to ensure that the minor will be multidisciplinary, no more than three of the courses can be from the same department.

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

10b,d. Racism. Fall 2002. Mr. Partridge.
(Same as **Sociology 10.**)

11c,d. The Harlem Renaissance. Fall 2002. Mr. Coviello.
(Same as **English 11.**)

13c,d. Introduction to Caribbean Literature. Fall 2002. Ms. Saunders.
(Same as **English 13.**)

17c,d. "Black Is, Black Ain't": Visuality and Ethnicity. Fall 2002. Ms. McGee.
(Same as **Art History 17.**)

21c,d. Representation and Resistance: African American Film and Literature. Spring 2003. Ms. Muther.
(Same as **English 22.**)

22c. The Invention of Africa. Spring 2003. Mr. Stakeman.
(Same as **History 22.**)

Introductory, Intermediate, and Advanced Courses

51c,d. Myth and Heroic Epic of Africa. Spring 2003. Mr. Hodge.

A study of the pantheons and tales of gods and heroes from a range of geographical areas and language groups of sub-Saharan Africa. The tales are analyzed for form and content, with some comparisons to relevant classical and European material.

[101c,d. Approaches to Africana Studies.]

102c,d. The Black Atlantic World. Spring 2003. Mr. Stakeman.

During the four centuries of the Atlantic slave trade, some fifteen to twenty million Africans were landed in the New World. From these Africans grew large black populations and African American cultures that continue to this day. Topics include New World cultural adaptation in religion (Voudon, Santeria, Afro Christianity) and music (spirituals, blues, jazz, reggae, and hip hop); political ideas and movements (back to Africa, pan-Africanism, anti-colonialism, and black power); and literature (Harlem Renaissance/New Negro, negritude, 1960s Black Renaissance, post-colonial black world literature). (Same as **History 162.**)

121c. History of Jazz I. Every other year. Fall 2002. Mr. McCalla.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, and Benny Goodman—through their later careers. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Music 121.**)

122c. History of Jazz II. Every other year. Fall 2003. Mr. McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, Myra Melford, and the Art Ensemble of Chicago. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Music 122.**)

138c,d. Music of the Caribbean. Fall 2002. Ms. Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between sociohistorical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Music 138.**)

139c. The Civil War Era. Fall 2002. Mr. Rael.

Examines the era of the Civil War and the Reconstruction that followed it, roughly from the 1830s through the 1870s. The course is divided into thirds: the first deals with the coming of the war, the second with the war itself, and the last with Reconstruction. Considers military, economic, constitutional, and social changes wrought by the conflict. Readings include several novels and films. Students are expected to enter with a basic knowledge of American history, and with a commitment to participating in large class discussions. (Same as **History 139.**)

206b. Media Representations of Reality. Fall 2003. Mr. Johnson.

Examines social forces that contribute to mass-media representations of race, social class, gender, and sexual preference in historical and contemporary America. Focuses on the roles of government, corporations, and media professionals in the creation of news, entertainment programming, and advertising. Considers the nature of objectivity and fairness, internalization of imagery, the corrective potential of media-workplace diversity, distinctions between reality and stereotype, and tension between free-market economics and social responsibility. (Same as **Sociology 206.**)

Prerequisite: **Sociology 101** or permission of the instructor.

207c,d. Perspectives on African American Education. Fall 2002. Ms. Wright.

The educational experiences of Blacks in American society have been and continue to be qualitatively distinct in terms of the nature and degree of racism, and the way racism impacts on their lives. Explores the education of African Americans, from slavery through contemporary times. Divided into sections that explore concepts driven by examinations of both individual leaders (e.g., Dubois) and themes (e.g., education for liberation). (Same as **Education 207.**)

Prerequisite: **Africana Studies 101** or **102,** or **Education 101,** or permission of the instructor.

208b,d. Race and Ethnicity. Fall 2002. Mr. Moore.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Sociology 208.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

217b,d. Overcoming Racism. Spring 2003. Mr. Partridge.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Sociology 217.**)

Prerequisite: **Sociology 10** or **101,** or **Anthropology 101**.

226c,d. African American Art: From Emancipation to Civil Rights. Fall 2002. Ms. McGee.

Surveys African American art from the mid-nineteenth century to the 1960s. Examines the lives and careers of African American artists within the contexts of art, history, and theory. Topics include the Harlem Renaissance, art and the New Deal, the Civil Rights movement, and Black Nationalism. Artists considered include Robert Duncanson, Henry Ossawa Tanner, Edmonia Lewis, Aaron Douglas, Palmer Hayden, Jacob Lawrence, and Lois Mailou Jones. (Same as **Art History 266**.)

227c,d. Modern and Contemporary African Art. Spring 2003. Ms. McGee.

Introduction to modern and contemporary art from Africa and the discourses that frame its history, the artists, and their works. Considers the attraction to the "continental" study; authenticity, tradition, and modernity; and the arts of the African Diaspora. Also examines the growth of African arts under colonialism and shared relationships between African and the European arts—the influence of globalization and popular culture. Students are not expected to have prior knowledge of African art, but some background in either Africana studies (theoretical discourses) or art history (historical and stylistic traditions) is recommended. (Same as **Art History 269**.)

228c,d. Contemporary Black Art. Spring 2003. Ms. McGee.

Examines the art of the African Diaspora since the 1960s. Topics include Abstract Expressionism, the Afri-Cobra movement, recycled stereotypes, installation art, and contemporary African art. How and to what degree are black cultural themes such as the concept of "blackness," or Afrocentrism, visualized? Artists considered include John Biggers, Jeff Donaldson, Robert Colescott, Betye and Alison Saar, Adrian Piper, Faith Ringgold, David Driskell, Melvin Edwards, Sokari Douglas Camp, and Quattara. (Same as **Art History 267**.)

Prerequisite: **Art History 101, 254**, or **226**; or previous relevant course in Africana studies; or permission of the instructor.

230c. Jazz on Film. Spring 2004. Mr. McCalla.

Studies the depictions of jazz musicians on film, including concert performances, documentaries, film biographies, narrative shorts, and full-length fictional narratives. Coursework includes both viewings and readings about the various films' topics and the issues they raise. (Same as **Music 230.**)

Prerequisite: **Music 121** or **122.**

233b,d. Peoples and Cultures of Africa. Spring 2003. Mr. MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and reading cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Anthropology 233**.)

Prerequisite: Previous course in anthropology.

[234c,d. Comparative Slavery.]

236c,d. The History of African Americans, 1619–1865. Spring 2003. Mr. Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the Old World contexts to slavery in North America, the Atlantic slave trade, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and finally, the coming of the Civil War and the death of slavery. Sources include important slave narratives and several films. (Same as **History 236**.)

237c,d. The History of African Americans from 1865 to the Present. Fall 2003. Mr. Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **History 237.**)

238c. Reconstruction. Spring 2003. Mr. Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a bi-racial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention is paid to the deeply conflicted ways historians have approached this period over the years. (Same as **History 238.**)

Prerequisite: Previous course in history.

241c. The Civil Rights Movement. Fall 2002. Mr. Levine.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **History 243.**)

245c,d. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Spring 2003. Ms. Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **History 245** and **Women's Studies 245.**)

256b. African Archaeology: The Roots of Humanity. Spring 2004. Mr. MacEachern.

Examines the prehistory of Africa since the appearance of modern humans on that continent about 100,000 years ago. Particular attention is paid to changes in African economies and social systems through time. Topics include the cultural development of modern humans in Africa; the beginnings of agriculture in different parts of the continent; state formation processes in sub-Saharan Africa; and the coordination of ethnographic, linguistic, and archaeological data in research. (Same as **Anthropology 256.**)

Prerequisite: **Anthropology 101** or **102,** or permission of the instructor.

262c,d. Slavery and the Slave Trade in Pre-Colonial Africa. Fall 2002. Mr. Stakeman.

An examination of slavery within Africa, the slave trade on the African continent, and African connections to the intercontinental slave trade to the New World. Investigates the role of slavery in the African societies, the influence of Islam on slavery, the conduct and economic role of the slave trade, and the social, political, and economic effects of slavery and the slave trade on African states and societies. (Same as **History 262.**)

264c,d. Islamic Societies in Africa. Fall 2003. Mr. Stakeman.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **History 264** and **Women's Studies 264.**)

265c,d. The Political Economy of South Africa. Spring 2004. Mr. Stakeman.

An introduction to the political and economic processes that have shaped black/white relations and an examination of the prospects for the development of a successful multi-racial society, economic development, and political stability. (Same as **History 265.**)

266c,d. African History to 1850. Fall 2003. Mr. Stakeman.

An examination of broad themes in sub-Saharan Africa from several centuries B.C.E. to about 1850. Topics include pastoral and agricultural societies; the expansion of "Bantu" speakers; the emergence of medieval states and regional and intercontinental trading systems; European coastal trade, the rise of the slave trade, and the impact of the slave trade on African societies; as well as the underdevelopment of Africa. (Same as **History 266.**)

267c,d. Africa Since 1850. Fall 2002. Mr. Stakeman.

An examination of the most important events of the past 150 years that have shaped today's Africa. Topics include the East African slave trade and the end of slavery in Africa, Islamic jihads and states, European conquest and forms of resistance and collaboration, the nature of colonial rule, the emergence of cash cropping and (forced) migrant labor, African nationalism and "flag" independence, the rise and fall of Apartheid, and the political troubles of post-independence Africa. (Same as **History 267.**)

275c,d. African American Fiction: Counterhistories. Every year. Fall 2002. Ms. Muther.

Novels, short stories, and personal histories since 1850. Focuses on strategies of cultural survival as mapped in narrative form—with a special interest in framing structures and trickster storytellers, alternative temporalities, and double-voicing. Authors include Douglass, Brown, Jacobs, Chesnutt, Dunbar, Hurston, West, Wright, Morrison, Bambara, Meriwether, Gaines, Wideman, Walker, Delany, and Butler. (Same as **English 275.**)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or women's studies.

276c,d. African American Poetry. Every other year. Spring 2003. Ms. Muther.

African American poetry as countermemory—from Wheatley to the present—with a focus on oral sources and productive communities. Special emphasis on the twentieth century: dialect and masking; the Harlem Renaissance; Brown, Hayden, and Brooks at mid-century; the Black Arts movement; and contemporary voices. (Same as **English 276.**)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or women's studies.

280b. Race, Biology, and Anthropology. Fall 2002. Mr. MacEachern.

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as **Anthropology 280**.)

Prerequisite: **Anthropology 101** or **102**, or **Sociology 101**, or permission of the instructor.

285c,d. Caribbean Women's Literature. Spring 2003. Ms. Saunders.

Examines contemporary writing (poetry, novels, and essays) by Caribbean women writing from the Caribbean, Canada, Europe, and the United States through critical approaches that consider the extent to which Caribbean women are representing their cultural identities against colonial and national traditions that have denied their historical presence and constructed them as silent subjects. Writers include Erna Brodber, Olive Senior, Dionne Brand, Marlene Nourbese-Philip, and Jamaica Kincaid. (Same as **English 285** and **Women's Studies 285**.)

Prerequisite: One first-year seminar or 100-level course in Africana Studies, English, or Women's Studies.

286c,d. The Empire Writes Back: Revising the Canon of Colonial Narratives. Every other year. Spring 2004. Ms. Saunders.

Explores responses to and revisions of canonical colonial narratives in the wake of post-independence in the Americas. Students are asked to discuss the relevance of these revisions on our understanding of history as a cultural production, one that is constantly being contested and revised. Texts include Daniel Defoe's *Robinson Crusoe,* J. M. Coetzee's *Foe,* William Shakespeare's *The Tempest,* Aimé Césaire's *A Tempest*, Jean Rhys's *Wide Sargasso Sea,* and Walter Benjamin's "Theses on the Philosophy of History." (Same as **English 286.**)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

287c,d. Caribbean Popular Culture: Narrative, Nationalism, and Identity. Fall 2002. Ms. Saunders.

Introduces the complex relationships between politics, popular culture, and literature in the Caribbean region. Examines bridges between national identity and Caribbean popular culture. Engages a variety of disciplines, ranging from political science, international relations, gender and development, to the creative and festival arts. Explores how the "writer" and the "artist" represent, influence, and transform these debates through their respective crafts. Authors include Earl Lovelace, Nalo Hopkinson, Beenie Man, Bounty Killer, Arjun Appadurai, David Rudder, C.L.R. James, and Paul Gilroy. (Same as **English 287**.)

Prerequisite: One first-year seminar or 100-level course in Africana studies or English.

333c. Research in Twentieth-Century African American History. Fall 2002. Mr. Levine.

The College has extensive source collections on this subject: papers of the Congress of Racial Equality and of the Student Nonviolent Coordinating Committee, White House Central Files of Civil Rights during the Kennedy and Johnson administrations, FBI surveillance records, and much more. Students' research centers on this material. (Same as **History 333**.)

Prerequisite: Previous course in twentieth-century United States history.

334c,d. Civil Rights and Black Power: African American Literature Since 1950. Fall 2002. Ms. Muther.

Evaluates speeches, oral histories, and journalism, as well as literary and cinematic repercussions of the non-violent civil rights and militant Black Power movements. Special emphasis on activist literary discourses, history and cultural memory, and gender politics. Extensive critical and theoretical readings. This course satisfies the English department's requirement for courses in literature of the Americas. (Same as **English 334**.)

Prerequisite: One first-year seminar or 100-level course in Africana studies or English.

336c,d. Research in Nineteenth-Century United States History. Spring 2004. Mr. Rael.

Research-oriented course for majors and non-majors alike. Students may focus on virtually any topic of their choice, though topics may also stem from Bowdoin's rich collections. Course culminates in a single 25-30 page research paper. (Same as **History 336.**)

Prerequisite: Previous course in history.

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Art

Professors
Thomas B. Cornell
Clifton C. Olds*
Mark C. Wethli, *Chair*
Associate Professors
Linda J. Docherty
Susan E. Wegner, *Director, Art History Division*

Assistant Professors
Pamela M. Fletcher
Michael Kolster
James Mullen†
Stephen Perkinson
Visiting Assistant Professors
Lucy Barber
Colleen Kiely
Matthew Swarts

Lecturer
John B. Bisbee
Adjunct Lecturer
Christopher C. Glass
Department Coordinator
Dede Medlen

The Department of Art comprises two programs: art history and criticism, and visual arts. Majors in the department are expected to elect one of these programs. The major in art history and criticism is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

Requirements for the Major in Art History and Criticism

The art history major consists of ten courses, excluding first-year seminars. Required are **Art History 101**; one non-Eurocentric course numbered 110 or higher; one from **Art History 212, 226,** or a course in classical archaeology; one from **Art History 222, 224,** or **232;** one from **Art History 242, 252, 254, 262,** or **264;** one additional 200-level course; two 300-level seminars, and two additional art history courses numbered above **101,** one of which may be an independent study. Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See pages 176–77.

Requirements for the Minor in Art History and Criticism

The minor consists of five courses, excluding first-year seminars. Required courses are **Art History 101**; two 200-level courses; one 300-level course; and one additional art history course numbered above **101.**

The major and the minor in visual arts are described on page 59.

COURSES IN THE HISTORY AND CRITICISM OF ART

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

10c. Art and Politics. Fall 2002. Ms. Fletcher.

15c. Art Works, Artists, and Audiences. Spring 2003. Mr. Perkinson.

16c. Art and Contemplation in the Middle Ages and the Renaissance. Fall 2002. Ms. Wegner.

17c,d. "Black Is, Black Ain't": Visuality and Ethnicity. Fall 2002. Ms. McGee. (Same as **Africana Studies 17**.)

Introductory, Intermediate, and Advanced Courses

101c. Introduction to Western Art. Fall 2002. Ms. Docherty.

A chronological survey of the art of the Western world (Egypt, the Near East, Europe, and the European-based culture of North America), from the Paleolithic period of prehistoric Europe to the present. Considers the historical context of art and its production, the role of the artist in society, style and the problems of stylistic tradition and innovation, and the major themes and symbols of Western art. Required of majors in art history, majors in visual arts, and minors in art history. This course is a prerequisite for most upper-level courses in the history of art.

110c,d. Introduction to East Asian Art. Spring 2003. Mr. Olds.

A chronological survey of Chinese and Japanese art from prehistoric times to the present. Considers major examples of painting, sculpture, architecture, and the decorative arts in the context of historical developments and major religions of East Asia. (Same as **Asian Studies 110.**)

130c,d. Introduction to Art from Ancient Mexico and Peru. Spring 2004. Ms. Wegner.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavín, Nasca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest.

209c. Introduction to Greek Archaeology. Fall 2003. Mr. Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101.**)

210c. Introduction to Roman Archaeology. Fall 2002. Mr. Higginbotham.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102.**)

212c. Medieval Art. Fall 2002. Mr. Perkinson.

A survey of Medieval art in cultural context. Focuses on religious and secular monuments produced in Western Europe and Byzantium from the early Christian period to the dawn of the Renaissance. Works studied range from precious objects (manuscripts, ivories, metalwork) to monumental architecture. Issues considered include the theological differences between East and West, the political relationship between church and state, the aesthetic alternatives of symbolism and naturalism, and the ongoing debate surrounding the use of material objects for spiritual ends.

Prerequisite: **Art History 101** or permission of the instructor.

222c. Art of the Italian Renaissance. Fall 2002. Ms. Wegner.

A survey of the painting, sculpture, and architecture of Italy in the fourteenth, fifteenth, and sixteenth centuries, with emphasis on major masters: Giotto, Masaccio, Donatello, Brunelleschi, Alberti, Botticelli, Leonardo da Vinci, Raphael, Titian, and Michelangelo.

Prerequisite: **Art History 101** or permission of the instructor.

224c. Mannerism. Spring 2003. Ms. Wegner.

Mannerism in art and literature. Artists include Michelangelo, Pontormo, Rosso, Bronzino, El Greco. Themes include fantasy and imagination, ideal beauty (male and female), the erotic and grotesque, and the challenging of High Renaissance values. Readings include artists' biographies, scientific writings on the senses, formulas for ideal beauty, and description of court life and manners. Uses the Bowdoin College Museum of Art's collection of sixteenth-century drawings, prints, and medals.

226c. Northern European Art of the Fifteenth and Sixteenth Centuries. Spring 2003. Mr. Perkinson.

Surveys the painting of the Netherlands, Germany, and France. Topics include the spread of the influential naturalistic style of Campin, van Eyck, and van der Weyden; the confrontation with the classical art of Italy in the work of Dürer and others; the continuance of a native tradition in the work of Bosch and Bruegel the Elder; the changing role of patronage; and the rise of specialties such as landscape and portrait painting.

Prerequisite: **Art History 101** or permission of the instructor.

232c. Art in the Age of Velázquez, Rembrandt, and Caravaggio. Spring 2004. Ms. Wegner.

The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art History 101** or permission of the instructor.

[242c. Nineteenth-Century European Art.]

252c. Modern Art. Fall 2002. Ms. Fletcher.

A study of the modernist movement in visual art in Europe and the Americas, beginning with post-impressionism and examining, in succession: expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, the Mexican muralists, and the Canadian Group of Seven. Modernism is analyzed in terms of the problems presented by its social situation, its relation to other elements of culture, its place in the historical tradition of Western art, and its invocation of archaic, primitive, and Asian cultures.

Prerequisite: **Art History 101** or permission of the instructor.

254c. Contemporary Art. Spring 2004. Ms. Fletcher.

Art of Europe and the Americas since World War II, with emphasis on the New York school. Introductory overview of modernism. Detailed examination of abstract expressionism and minimalist developments; pop, op, kinetic, conceptual, and environmental art; and European abstraction. Concludes with an examination of the international consequences of modernist and contemporary developments, the impact of new electronic and technological media, and the critical debate surrounding the subject of postmodernism.

Prerequisite: **Art History 101, 252,** or permission of the instructor.

[255c. Telling Tales: Narrative in British Art, 1730–1914.]

256c. Women and Art in Western Europe and the United States: From Renaissance to Present. Spring 2003. Ms. Fletcher.

Considers the role of women as producers, viewers, and subjects of art from the Renaissance to the present. Topics include the tradition of the female nude, the rise of the Academies and their impact on women artists, the role of women as patrons of the arts, the gendered language of art criticism, the emergence of significant numbers of women artists in the twentieth century, and the impact of the women's liberation movement of the 1970s on the art world. (Same as **Women's Studies 258**.)

Prerequisite: **Art History 101.**

262c. American Art from the Colonial Period to the Civil War. Spring 2003. Ms. Docherty.

A survey of American architecture, sculpture, painting, and decorative arts from their colonial origins through their development into a distinctive national tradition. Emphasis is placed on understanding American art in its historical context. Field trips to the Bowdoin College Museum of Art and environs of architectural interest.

[264c. American Art from the Civil War to 1945.]

266c,d. African American Art: From Emancipation to Civil Rights. Fall 2002. Ms. McGee.

Surveys African American art from the mid-nineteenth century to the 1960s. Examines the lives and careers of African American artists within the contexts of art, history, and theory. Topics include the Harlem Renaissance, art and the New Deal, the Civil Rights movement, and Black Nationalism. Artists considered include Robert Duncanson, Henry Ossawa Tanner, Edmonia Lewis, Aaron Douglas, Palmer Hayden, Jacob Lawrence, and Lois Mailou Jones. (Same as **Africana Studies 226**.)

267c,d. Contemporary Black Art. Spring 2003. Ms. McGee.

Examines the art of the African Diaspora since the 1960s. Topics include Abstract Expressionism, the Afri-Cobra movement, recycled stereotypes, installation art, and contemporary African art. How and to what degree are black cultural themes such as the concept of "blackness," or Afrocentrism, visualized? Artists considered include John Biggers, Jeff Donaldson, Robert Colescott, Betye and Alison Saar, Adrian Piper, Faith Ringgold, David Driskell, Melvin Edwards, Sokari Douglas Camp, and Quattara. (Same as **Africana Studies 228**.)

Prerequisite: **Art History 101, 254**, or **266**; or previous relevant course in Africana studies; or permission of the instructor.

[268c. Photography and Identity.]

269c,d. Modern and Contemporary African Art. Spring 2003. Ms. McGee.

Introduction to modern and contemporary art from Africa and the discourses that frame its history, the artists, and their works. Considers the attraction to the "continental" study; authenticity, tradition, and modernity; and the arts of the African Diaspora. Also examines the growth of African arts under colonialism and shared relationships between African and the European arts—the influence of globalization and popular culture. Students are not expected to have prior knowledge of African art, but some background in either Africana studies (theoretical discourses) or art history (historical and stylistic traditions) is recommended. (Same as **Africana Studies 227**.)

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. Admittance to all seminars requires permission of the instructor. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

310c,d. The Art of Zen. Spring 2004. Mr. Olds.

Examines the influence of Ch'an or Zen Buddhism on the art of China and Japan, including painting, architecture, garden design, and the tea ceremony. (Same as **Asian Studies 310.**)

312c,d. Conflict and Coexistence: Christian, Jewish, and Islamic Art, c. 200–1600. Fall 2002. Mr. Perkinson.

Studies the points of contact among the three great religions of Europe and the Mediterranean basin: Islam, Christianity, and Judaism. Explores not only those centuries when the three religions lived together in relative harmony, producing works of art that synthesized the most spectacular aspects of their respective traditions, but also those years during which interfaith relations descended into bloody conflict, when art was used to justify violence inflicted upon the followers of opposing religions. Readings include the earliest writings of these cultures—works in which Christian authors describe Muslim monuments and Muslim authors describe the art of the Jews and Christians—as well as recent theoretical writings on these cultural interactions.

Prerequisite: **Art History 101** or permission of the instructor.

324c. Leonardo and Michelangelo. Spring 2003. Mr. Olds.

The art and thought of Leonardo da Vinci and Michelangelo, studied in the context of Renaissance philosophy, literature, and scientific theory.

Prerequisite: **Art History 101** or permission of the instructor.

332c. Painting and Society in Spain: El Greco to Goya. Spring 2003. Ms. Wegner.

Focuses on painting in Spain from the fifteenth century to the early nineteenth century, with special emphasis on the works of El Greco, Velázquez, and Goya. Examines art in the light of Spanish society, particularly the institutions of the church and Spanish court. Considers Spanish mysticism, popular custom, and Enlightenment ideals as expressed in or critiqued by art. Readings in the Bible, Spanish folklore, artistic theory, and artists' biographies.

Prerequisite: **Art History 101** or permission of the instructor.

356c. The Body in Contemporary Art. Spring 2003. Ms. Fletcher.

Explores contemporary artists' return to the subject of the human body in the last third of the twentieth century and beyond. Topics include feminist reinterpretations of the tradition of the nude; gay and lesbian artists' visual explorations of desire and sexuality; the representation of diseased bodies; performance art; and the use of tattoos, piercings, and other forms of body art.

Prerequisite: **Art History 101** or permission of the instructor.

365c. Picturing Nature. Fall 2002. Ms. Docherty.

Examines images of American nature from the age of discovery to the present day. Views of nature as wilderness, landscape, and environment are studied in historical context. Students work with original paintings, prints, and photographs in the Bowdoin College Museum of Art and special collections. (Same as **Environmental Studies 365**.)

Prerequisite: **Art History 101** or **Environmental Studies 101,** or permission of the instructor.

291c–294c. Intermediate Independent Study in Art History. Art History Faculty.

401c–404c. Advanced Independent Study and Honors in Art History. Art History Faculty.

VISUAL ARTS

Requirements for the Major in Visual Arts

Eleven courses are required in the department, to include **Art 150, 160, 250,** and **260;** four other courses in the visual arts, at least one of which must be numbered **270** or higher; **Art 101;** and two other courses in art history.

Requirements for the Minor in Visual Arts

The minor consists of six courses: **Visual Arts 101, 150, 160,** either **250** or **260,** plus two additional studio courses, at least one of which must be numbered **270** or higher.

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

150c. Drawing I. Fall 2002. Ms. Kiely and Ms. Barber. Spring 2003. Ms. Kiely and Mr. Wethli.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media.

160c. Painting I. Fall 2002. Mr. Wethli. Spring 2003. Ms. Kiely.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media.

Prerequisite: **Visual Arts 150.**

165c. Principles of Design. Spring 2003. Ms. Gailen.

Studio course that stimulates students to consider the world of a play, dance, or performance piece from a designer's perpective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Dance 130** and **Theater 130.**)

170c. Printmaking I. Fall 2002. Mr. Wethli.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium.

Prerequisite: **Visual Arts 150** or permission of the instructor.

175c. Performance Art. Every other year. Spring 2004. Ms. Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Dance 140** and **Theater 140.**)

180c. Photography I. Fall 2002. Mr. Kolster. Spring 2003. Mr. Swarts.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm nonautomatic camera.

190c. Architectural Design I. Spring 2003. Mr. Glass.

An introduction to architectural design. Studio projects develop skills in program and context analysis, conceptual design principles and processes, and presentation techniques.

[192c,d. Japanese Architecture.]

195c. Sculpture. Fall 2002. Mr. Bisbee.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, clay, and other media.

250c. Drawing II. Spring 2003. Ms. Barber.

A continuation of the principles introduced in **Art 150,** with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Visual Arts 150.**

260c. Painting II. Spring 2003. Mr. Cornell.

A continuation of the principles introduced in **Art 160,** with studio problems based on direct experience.

Prerequisite: **Visual Arts 160.**

270c. Printmaking II. Spring 2003. Mr. Cornell.

A continuation of the principles introduced in **Art 170,** with particular emphasis on independent projects.

Prerequisite: **Visual Arts 170** or permission of the instructor.

280c. Photography II. Fall 2002. Mr. Swarts.

Review and expansion of concepts and techniques fundamental to black-and-white photography, with exploration of the image-making potentials of different formats such as 35mm and view camera. Seminar discussions and field and laboratory work. Students must provide their own nonautomatic 35mm camera.

Prerequisite: **Visual Arts 180** or permission of the instructor.

285c. Sculpture II. Fall 2002. Mr. Bisbee.

A continuation of principles introduced in **Art 195,** with particular emphasis on independent projects.

Prerequisite: **Visual Arts 195** or permission of the instructor.

295c–299c. Intermediate Independent Study in Visual Arts. Visual Arts Faculty.

350c–359c. Advanced Studies in Visual Arts. Fall 2002. Ms. Kiely. Spring 2003. Mr. Wethli.

A continuation of principles introduced in lower division drawing and painting courses, with increasing emphasis on independent projects.

Prerequisite: **Visual Arts 250** or **260** or permission of the instructor.

370c. Printmaking III. Spring 2003. Mr. Cornell.

Advanced projects in printmaking.

Prerequisite: **Visual Arts 270** or permission of the instructor.

380c. Photo Seminar. Spring 2003. Mr. Kolster.

An extension of principles and techniques developed in **Art 180** and **Art 280,** with increased emphasis on independent projects. Seminar discussion and critiques, field and laboratory work. Participants must provide their own nonautomatic 35mm camera.

Prerequisite: **Art 280** or permission of the instructor.

401c. Advanced Independent Study and Honors in Visual Arts. Visual Arts Faculty.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

Asian Studies

Administered by the Asian Studies Committee;
Kidder Smith, *Program Director and Chair*
Suzanne M. Astolfi, *Program Coordinator*

(See committee list, page 322.)

Visiting Associate Professor
Shuqin Cui
Assistant Professors
Songren Cui†
Takeyoshi Nishiuchi
Joint Appointments with Government
Assistant Professor Lance Guo
Assistant Professor Henry C. W. Laurence

Joint Appointment with History
Assistant Professor Thomas Conlan*
Visiting Instructor
Ruihua Shen
Lecturer
Natsu Sato

Students in Asian Studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, and Bangladesh). In completing the major, each student is required to gain a general understanding of one of these cultural areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian Studies major. Student-designed majors focusing on cross-cultural topics in the humanities and/or social sciences are also encouraged. Normally, such student-designed majors will contain a strong disciplinary grounding (e.g., four courses in religion), as well as a significant number of relevant courses focused on Asia.

Off-Campus Study

Foreign study for students interested in Asian Studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. The Associated Kyoto Program is recommended for students interested in Japan. The ISLE and SITA programs (see page 44) are recommended for students interested in South Asia. Consult the Asian Studies office for information about these and other programs. No more than three off-campus courses (excluding language study) may count toward the major.

Requirements for the Major in Asian Studies

One majors in Asian Studies by focusing on a particular geographic and cultural area (e.g., South Asia). Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300-level) and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-semester project.

The major requires courses from two categories:

1. *Language.* Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of Student Records to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program.

2. *Area-specific courses.* Eight courses, seven of which focus on the student's area of specialization and one of which is in an Asian cultural area outside that specialization. One of these eight courses is normally a senior seminar. The possible areas of specialization are China, Japan, East Asia, and South Asia. Students of China must take **Asian Studies 370.** For Japan, **Asian Studies 283** is required. Students focusing on South Asia must take **Asian Studies 235** and either **240** or **242**.

Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction (i.e., **Japanese 205** or **Chinese 307**) or above. Two courses completed in off-campus programs may be counted toward the minor. For students focusing on South Asia, **Asian Studies 235** and **240** or **242** are required.

Program Honors

Students contemplating honors candidacy in the program must have established records of A and B in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and are examined orally by the program faculty.

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

12c,d. Religion and Literature in Modern South Asia. Fall 2002. Mr. Holt.
(Same as **Religion 12**.)

19b,d. East Asian Politics: Introductory Seminar. Fall 2002. Mr. Laurence.
(Same as **Government 119**.)

27c,d. Love, Longing, and Desire: Finding Salvation in Early-Modern South Asia. Fall 2002. Ms. Dhavan.
(Same as **History 27**.)

28c,d. Seekers' Lives. Spring 2003. Mr. Smith.
(Same as **History 28**.)

Introductory, Intermediate, and Advanced Courses

81. Investigating Subjective Experience. Fall 2003. Mr. Smith.

How can we know the nature of subjective experience, our own or that of someone else? What is the nature of mind? Tests the efficacy of several modes of investigation, especially self-report, introspection, and meditation as methods of cultivating awareness of one's experience.

110c,d. Introduction to East Asian Art. Spring 2003. Mr. Olds.

A chronological survey of Chinese and Japanese art from prehistoric times to the present. Considers major examples of painting, sculpture, architecture, and the decorative arts in the context of historical developments and major religions of East Asia. (Same as **Art History 110.**)

180c,d. Living in the Sixteenth Century. Fall 2003. Mr. Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **History 180.**)

[192c,d. Japanese Architecture.]

223b. Mahayana Buddhism. Spring 2004. Mr. Holt.

Studies the emergence of Mahayana Buddhist world views as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of the Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch*, among others. Also briefly studies the teachings of Confucius, Lao Tzu, and Chuang Tzu to better understand the encounter, assimilation, and transformation of Buddhism within Chinese and Japanese religious cultures. (Same as **Religion 223.**)

227b,d. Chinese Politics. Spring 2003. Mr. Guo.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system established in the 1950s and politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also discussed. (Same as **Government 227.**)

228b,d. Chinese Foreign Policy. Fall 2003. Mr. Guo.

An analytic survey of the history and evolution of China's foreign relations from the inception of the People's Republic of China in 1949. Emphasis is on China's evolving strategic thinking in the context of changing international and regional (the Asia-Pacific) power configuration since the Cold War. Topics include actors, institutions, and processes of foreign policy decision-making; national security and the military; foreign economic relations; Sino-U. S. relations; the Taiwan issue; the South China Sea dispute; the resurgence of nationalism; "greater China"; and the linkages between domestic politics and foreign policy. (Same as **Government 228.**)

229b,d. Politics of Southeast Asia. Spring 2003. Mr. Guo.

Starts with a survey of the political landscape of tropical Southeast Asia and proceeds to investigate the fundamental forces driving political changes in this region of rich diversity in culture, religion, ethnicity, mystic beliefs, and political traditions. Topics include nation building and the role of colonial history in it, regime legitimacy, political protests (often spearheaded by college students) and armed insurgence, the different responses to the challenges of modernization, causes and consequences of rapid economic growth, dynamics of the political processes, and the attempts by political elites at culturally-bounded human rights and democracy. (Same as **Government 229.**)

[231b,d. Human Rights and Democracy in East Asia.]

234b,d. Women, Power, and Identity in India. Spring 2004. Ms. Dickey.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Anthropology 234** and **Women's Studies 252.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

235b,d. South Asian Cultures and Societies. Fall 2003. Ms. Dickey.

An introduction to the cultures and societies of South Asia, including India, Nepal, Pakistan, Bangladesh, and Sri Lanka. Issues of religion, family and gender, caste, and class are examined through ethnographies, novels, and films, and through in-class simulations of marriage arrangements and caste ranking. (Same as **Anthropology 235.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

240c,d. Hindu Religious Literature. Fall 2002. Mr. Holt.

A reading of various genres of translated Hindu religious literature, including *Rig Veda* hymns, philosophical *Upanisads, Yoga Sutras,* the epics *Ramayana* and *Mahabharata,* including the *Bhagavad Gita*, selected myths from the *Puranas,* and poetry and songs of medieval devotional saints. Focuses on development of various types of religious world views and religious experiences within Hindu traditions, as reflected in classical Sanskrit and vernacular literature of India. (Same as **Religion 220.**)

241c,d. Hindu Religious Culture. Spring 2003. Mr. Holt.

A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as these can be understood from indigenous theories of religious practice. **Asian Studies 240** is recommended as a previous course. (Same as **Religion 221.**)

242c,d. Theravada Buddhism. Fall 2003. Mr. Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Religion 222.**)

244c,d. Zen Aesthetics. Spring 2003. Mr. Nishiuchi.

A study of non-ego-consciousness in Zen thought and its artistic expression in Japanese martial arts, painting, and poetry. Martin Heidegger's critique of modern aesthetics is considered in our analyses. (Same as **Religion 244.**)

245c,d. The Ritual Body: Zen and Postmodernity. Spring 2004. Mr. Nishiuchi.

Investigates the ritual existentiality of sentient beings in the theoretical encounter between medieval Japanese Zen thought and postmodern American philosophy. Focuses on the aesthetics of rite in connection with being, action, and community. (Same as **Religion 245.**)

247c,d. The Ecstatic Field: Taoism and Architecture. Fall 2003. Mr. Nishiuchi.

Analyzes the architectural manifestation of Taoist thought in the medieval Japanese architecture called *sukiya.* The analysis is carried in dialogue with the German and French philosophical traditions of phenomenology. This dialogical analysis explores the intimate and immediate dwelling of ecstacy. (Same as **Religion 247.**)

248b,d. Activist Voices in India. Spring 2003. Ms. Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Anthropology 248, Sociology 248,** and **Women's Studies 246.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; Asian Studies 12, 234, 235, 241, 256, 258, 259, 288, 343; History 256, 258, 259, 288;** or **Religion 12, 221, 323**), or permission on the instructor.

249c,d. Perspectives on Modern China. Spring 2003. Ms. Cui.

Approaches the subject of modern China from multiple perspectives: historical, literary, and cinematic. Examines how fiction and film are related to the historical upheavals and social transformations that have created the modern nation-state. The close reading and interpretation of selected texts enables understanding of China through its fictional and visual representations.

254c,d. Transnational Chinese Cinema. Fall 2002. Ms. Cui.

Introduces films produced in the People's Republic of China, Taiwan, and Hong Kong. Places national cinema in a transnational framework and explores how cinema, as a sign system, constructs sociocultural and aesthetic meanings. Students benefit by bringing an open mind towards non-Western cultural texts and a critical eye for visual art.

259c,d. History of South Asia, 1700–2002. Fall 2002. Ms. Dhavan.

Both a chronological and thematic introduction to the most significant historical moments and controversies in modern South Asian history. Topics include Hindu-Muslim interactions, pre-modern empire building, the establishment and impact of British rule, Indian nationalism, Partition, democracy and authoritarianism in post-independence South Asia, contemporary religious fundamentalism, the South Asian diaspora, and nuclear proliferation in the late 1990s. (Same as **History 259.**)

[261b,d. Contemporary Chinese Society, Part I.]

[262b,d. Contemporary Chinese Society, Part II.]

267b,d. International Relations in East Asia. Spring 2004. Mr. Guo.

Examines international relations in East Asia from a regional perspective, while considering the impact of outside states on power relations and patterns of interaction in the region. Topics include cultural and historical legacies; nationalism and politics of economic development; flash points in the region, such as Korea, Taiwan, the South China Sea, and the associated foreign policy issues; and broad trends and recent developments in the areas of trade, investment, and regional integration. (Same as **Government 267.**)

[270c,d. Chinese Thought in the Classical Period.]

271c,d. The Material Culture of Ancient China. Spring 2004. Mr. Smith.

Addresses material culture in China from ca. 400 to 100 B.C., while the great unification of empire was occurring. Topics include what people ate; how they wrote, fought, and built; how we know such things about them; and how this civilization can be compared with others. (Same as **History 271**.)

272c,d. Zen in China: A Historical Critique. Spring 2003. Mr. Smith.

Zen claims to be "a teaching beyond words," but its adherents in China have left voluminous records, often in acrimonious dispute about doctrine, reputation, and even property. Examines the paradoxical doctrinal and social aspects of Zen in the medieval period. (Same as **History 272.**)

275c,d. Modern China. Fall 2004. Mr. Smith.

Introduction to the history of China from 1840 to the present. Studies the confrontation with Western imperialism, the fall of empire, the Republican period, and the People's Republic. (Same as **History 275**.)

276c,d. A History of Tibet. Fall 2002. Mr. Smith.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as **History 276.**)

278c,d. The Foundations of Tokugawa Japan. Spring 2005. Mr. Smith.

Addresses problems in the creation and early development of the Tokugawa (1600–1868) state and society, including the transformation of samurai from professional warriors into professional bureaucrats and the unanticipated growth of a quasi-autonomous urban culture. (Same as **History 278.**)

280c,d. Self on Stage: The Nô Theater. Fall 2002. Mr. Nishiuchi.

Examines Zeami, a medieval aesthetician of the *Nô* theater. In particular, considers the self, emerging in the theatrical way in which "actor" and "spectator" encounter each other to disappear into "empty." Gadamer's "playing field" and Nietzsche's "tragedy" are considered as possible means of interpretation. (Same as **Theater 280.**)

[281c. The Courtly Society of Heian Japan.]

282b,d. Japanese Politics and Society. Fall 2002. Mr. Laurence.

Surveys the institutions and groups that shape Japanese politics and policy-making. Focuses on the nature of policy-making, the constraints that decision-makers face, and the authority that they possess. Explores what makes Japanese politics "unique," and what caused the political upheavals of the 1990s. Looks at social issues, including the role of women, the status of ethnic minorities, education, and the media. (Same as **Government 232.**)

283c,d. The Origins of Japanese Culture and Civilization. Spring 2003 and Spring 2004. Mr. Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. We try to reconstruct the tenor of life through translations of primary sources, and gain a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **History 283.**)

284c,d. The Emergence of Modern Japan. Fall 2003. Mr. Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of industrialization in the late nineteenth century, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **History 284.**)

285c,d. Warring States. Spring 2004. Mr. Conlan.

Seminar. Examines the experience of "premodern" war in Europe, China, and Japan through chronicles, documents, and visual sources. (Same as **History 285.**)

286c,d. Japan and the World. Spring 2003. Mr. Conlan.

Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and culture in East Asia. (Same as **History 286.**)

310c,d. The Art of Zen. Spring 2004. Mr. Olds.

Examines the influence of Ch'an or Zen Buddhism on the art of China and Japan, including painting, architecture, garden design, and the tea ceremony. (Same as **Art 310.**)

332b,d. Advanced Seminar in Japanese Politics. Spring 2004. Mr. Laurence.

Analyzes the political, social, and cultural underpinnings of policy-making in postwar Japan. Explores the differences between Japanese and western forms of democracy, and asks if there is a unique "Japanese" form of democratic capitalism. Questions include: What features of the Japanese system enabled the country to achieve stunning economic growth while maintaining very high levels of income equality and social welfare, and low unemployment? And how sustainable will the system be in the future? (Same as **Government 332.**)

Prerequisite: **Asian Studies 282** or **Government 232.**

333c,d. Advanced Seminar in Chinese Politics. Fall 2003. Mr. Guo.

Understanding the process of political change in China by exploring the various underlying driving forces: marketization, globalization, social dislocation, and rampant corruption, etc.; how these are reshaping the socioeconomic foundation of the party-state, compelling changes in governance structure and in the ways power is contested and redistributed; how the CCP's responses affect the outcome, and how it is transforming itself in the process of epic change. (Same as **Government 333**).

Prerequisite: **Asian Studies 227.**

335c,d. Advanced Seminar on East Asian Development. Fall 2002. Mr. Guo.

Explores questions raised by the powerful post-war surge of the East Asian economies and their abrupt turn of fortune precipitated by the 1997 financial meltdown. At focus are the role of the "developmental state" and the changing context of state-market relations driven by growth and globalization. Competing explanations and the associated new trends in international political economy are examined in an effort to search for more fruitful ways of understanding. No economics background required. (Same as **Government 335**).

337b,d. Advanced Seminar in Human Rights and Democracy in East Asia. Spring 2003. Mr. Laurence.

Are human rights universal, or culturally determined? Does democracy mean different things in different countries? How do Confucian, Buddhist, and Western liberal perspectives on moral and political questions vary? And what are "Asian Values"? Historical and contemporary cases include the Nanking massacre, the "comfort women" issue, U.S. war crimes in Vietnam, the status of women in modern Asian countries, and the role of the media in creating, reflecting, and distorting reality. Demands close textual reading and in-depth discussion, culminating in a substantive research project. (Same as **Government 337**).

Prerequisite: One course in Asian studies and one course in government, or permission of the instructor.

340c,d. Asian Religions and the West. Spring 2003. Mr. Holt.

Studies the ways in which Asian religions, including Islam, Buddhism, Hinduism, and Taoism have been understood and misunderstood in the West. Course materials include novels, ethnographies and theoretical analyses about how religions are made exotic or denigrated, assimilated, and transformed in encounters between cultures. Previous course(s) in Asian religions recommended. (Same as **Religion 340**).

[343c,d. Buddhism, Culture, and Society in South and Southeast Asia.]

370c,d. Problems in Chinese History. Every fall. Mr. Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. (Same as **History 370.**)

291c–299c. Intermediate Independent Study.

401c–404c. Advanced Independent Study and Honors.

LANGUAGE COURSES

Chinese 101c. Beginning Chinese I. Every fall. Ms. Shen.

A beginning course in modern standard Chinese (Mandarin). Introduction to the sound system, essential grammatical structures, basic vocabulary, and approximately 380 characters in traditional form. Rigorous training in pronunciation and tones, elementary communicative skills in listening, speaking, reading, and writing. No prerequisite. Followed by **Chinese 102.**

Chinese 102c. Beginning Chinese II. Every spring. Ms. Shen.

A continuation of **Chinese 101.** While further developing Chinese (Mandarin) aural-oral skills regarding college life, everyday activities, and basic social interactions, the course gradually shifts its focus toward reading and writing. Introduction and practice of more syntactic structures and usage, in addition to the next 400 characters in traditional form. Introduction to the use of Chinese-English dictionaries, and the principles of character simplification. Followed by **Chinese 203.**

Prerequisite: **Chinese 101.**

Chinese 203c. Intermediate Chinese I. Every fall. Ms. Shen.

An intermediate course in modern standard Chinese (Mandarin). Further develops students' communicative competence in listening, speaking, reading, and writing in Chinese. Provides rigorous training to improve aural-oral proficiency, and upgrade reading comprehension and writing skills in addition to another 600 characters. Assumes prior knowledge of basic Chinese grammar and vocabulary, as well as approximately 750 most commonly used characters. Followed by **Chinese 204.**

Prerequisite: **Chinese 102** or permission of the instructor.

Chinese 204c. Intermediate Chinese II. Every spring. Ms. Shen.

A continuation of **Chinese 203.** Consolidates and expands students' knowledge of basic Chinese grammar and vocabulary, while at the same time advancing communicative skills in Chinese. Students are able to narrate and describe; discuss topics of personal interest, some familiar social events, and current affairs; read semi-authentic or certain authentic texts; and write short essays, mostly in characters, with good command of 1,800 characters upon completion of the course. Followed by **Chinese 307.**

Prerequisite: **Chinese 203** or the equivalent.

Chinese 307c. Advanced Chinese I. Every fall. Ms. Cui.

An advanced course in modern standard Chinese (Mandarin). Helps students develop functional skills in comprehending edited and/or authentic texts such as simple news reports, expository essays, and commentaries; in producing connected discourse in oral presentation and discussion with considerable fluency and accuracy; and in writing essays with increasing clarity and coherence. Followed by **Chinese 308.**

Prerequisite: **Chinese 204** or the equivalent.

Chinese 308c. Advanced Chinese II. Every spring. Ms. Cui.

A continuation of **Chinese 307.** Focuses on all-around development in the four skill areas, preparing students to make a linguistic transition to the "real world." Students are able to engage in both formal and informal social interactions and comprehend the main ideas, and substantial supporting details, of speeches on general, non-technical topics. Using a Chinese-English dictionary, students are able to read certain authentic materials on various topics for general readers, and to produce both spoken and written coherent, multiple-paragraph discourse with considerable fluency and accuracy.

Prerequisite: **Chinese 307** or the equivalent.

Japanese 101c. Beginning Japanese I. Every fall. Ms. Sato.

An introduction to standard modern Japanese. Five hours per week, plus assigned language laboratory.

Japanese 102c. Beginning Japanese II. Every spring. Ms. Sato.

A continuation of **Japanese 101.**

Japanese 203c. Intermediate Japanese I. Every fall. Ms. Sato.

A continuation of **Japanese 102.** Five hours per week, plus assigned language laboratory.

Prerequisite: **Japanese 102** or permission of instructor.

Japanese 204c. Intermediate Japanese II. Every spring. Ms. Sato.

A continuation of **Japanese 203.**

Prerequisite: **Japanese 203** or permission of instructor.

Japanese 205c. Intermediate Japanese III. Every fall. Ms. Sato.

Third year of modern Japanese. Emphasis on reading a variety of materials and improving aural/oral proficiency and writing skills. Three hours per week.

Prerequisite: **Japanese 204** or permission of the instructor.

Japanese 206c. Intermediate Japanese IV. Every spring. Ms. Sato.

A continuation of **Japanese 205.**

Prerequisite: **Japanese 205** or permission of instructor.

Japanese 307c,d. Japanese Literature and Rhetoric. Every fall. Mr. Nishiuchi.

Investigates the rhetorical understanding of Japanese thought by analyzing Japanese literature, as well as the cultural situationality of the thought. This course is repeatable for credit as content changes.

Prerequisite: **Japanese 206** or permission of the instructor.

Japanese 308c,d. Topics in Japanese Aesthetics and Rhetoric. Every spring. Mr. Nishiuchi.

Explores the (im)possibilities of dialogue between Japanese and English philosophical languages. This dialogical practice is critically carried in relation to twentieth-century theories of translation (Benjamin, Derrida, etc.) This course is repeatable for credit as content changes.

Prerequisite: **Japanese 307** or permission of the instructor.

Biochemistry

Administered by the Biochemistry Committee; David S. Page, *Chair*
Julie J. Bisson, *Program Coordinator*
(See committee list, page 322.)

Joint Appointments with Biology
Professor Bruce Kohorn
Assistant Professor Anne E. McBride
Joint Appointment with Chemistry
Professor David S. Page

Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 104, Biology (Chemistry) 261, 262, 263; Chemistry 109, 225, 226, 251; Mathematics 161, 171; Physics 103, 104.** Students should complete the required biochemistry core courses by the end of their junior year so that they may take 300-level courses and participate in research in the senior year. Majors must also complete three courses from the following: **Biology 210, 212, 214, 217, 218, 224, 253, 255, 257, 266, 303, 304, 306, 317, 333, 401–404; Chemistry 210, 240, 252, 254, 270, 330, 360, 401–404; Physics 223, 401–404.** Students may include as electives up to two 400-level courses. Students taking independent study courses for honors in the biochemistry major should register for **Biochemistry 401–404**.

Bowdoin College does not offer a minor in biochemistry.

Biology

Professors
Patsy S. Dickinson, *Chair*
Amy S. Johnson
Carey R. Phillips
C. Thomas Settlemire**
William L. Steinhart*
Nathaniel T. Wheelwright
Assistant Professors
Barry A. Logan**
Michael F. Palopoli*
Visiting Assistant Professor
Stephanie A. Richards

Joint Appointments with Biochemistry
Professor Bruce Kohorn
Assistant Professor Anne E. McBride
Joint Appointments with Environmental Studies
Assistant Professor John Lichter
Visiting Instructor Lindsay Whitlow
Joint Appointment with Neuroscience
Assistant Professor Hadley Wilson Horch

Director of Laboratories
Pamela J. Bryer
Laboratory Instructors
Tina Beachy
Maya Crosby
Kate Farnham
Karin Frazer
David A. Guay
Stephen Hauptman
Jaret Reblin
Department Coordinator
Julie J. Bisson

Requirements for the Major in Biology

Beginning with the Class of 2005:
The major consists of eight courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 104, 105,** and three of the twelve core courses. Core courses are divided into three groups. One course must be taken from each group. Majors are also required to complete three other courses within the department, two of which must be at the 250 level or above, and one at the 100 level or above.

For Classes of 2003 and 2004:
The major consists of seven courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 104,** and four of the twelve core courses. Core courses are divided into three groups. One course must be taken from each group; the fourth core course may be from any group. Majors are also required to complete two other courses within the department, one of which must be at the 250 level or above, and one at the 100 level or above.

Group 1	*Group 2*	*Group 3*
Genetics and Molecular Biology	Comparative Physiology	Behavioral Ecology and Population Biology
Microbiology	Plant Physiology	Biology of Marine Organisms
Developmental Biology	Developmental Biology	Evolution
Biochemistry I	Introduction to Neuroscience	Community and Ecosystem Ecology
Cell Biology		
Introduction to Neuroscience		

Majors must also complete one mathematics course, **Mathematics 165** or **171** (or above). Another college statistics course and **Mathematics 161** may satisfy this requirement with permission of the department. Additional requirements are **Physics 103** (or any physics course that has a prerequisite of **Physics 103**), and **Chemistry 225.** Students are advised to complete **Biology 104** (Classes of '03, and '04), **105** (Class of '05 and '06), and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry. Advanced placement credits may not be used to fulfill any of the course requirements for the major. If students place out of **Biology 104,** eight biology courses must still be completed.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 71, 121, and 195.

Requirements for the Minor in Biology

The minor consists of four courses within the department at the 100 level or above, appropriate to the major.

Introductory, Intermediate, and Advanced Courses

[65a. The Impact of Biotechnology on Human Genetics.]

[67a. Emerging Diseases.]

104a. Introductory Biology. Every semester. Ms. Dickinson and Mr. Settlemire; Ms. Johnson and Mr. Phillips.

Examines fundamental biological principles extending from the subcellular to the ecosystem level of living organisms. Topics include bioenergetics, structure-function relationships, cellular information systems, physiology, ecology, and evolutionary biology. Lecture and weekly laboratory/discussion groups.

105a. Investigations in Biology. Every semester. The Department.

A laboratory-centered course that involves students in all aspects of biological investigations, from asking questions and developing hypotheses to analyzing and presenting data. Students develop a deeper understanding of the techniques and methods of science by designing and conducting their own experiments. Because science is conducted in the context of previous research, the course includes an introduction to reading and discussing journal articles/primary literature in biology.

Prerequisite: **Biology 104.**

121a. Plants: Ecology, Diversity, Form, and Function. Fall 2003. Mr. Logan.

A survey course on plant biology. Topics include diversity and phylogenetic relationships among major plant taxa (particularly with respect to the local flora), physiological mechanisms underlying water and nutrient acquisition and use, photosynthesis, vascular plant anatomy, and ecological principles related to plant survival and reproduction. Relevant botanical topics such as the green revolution, ethnobotany, and forest ecology are also discussed. Laboratory sessions every week. (Same as **Environmental Studies 121.**)

Prerequisite: **Biology 104.**

158a. Introduction to Environmental Science. Every spring. Mr. Whitlow.

The science of ecology deals with the distribution and abundance of organisms. As such, ecologists have been in a position to call the public's attention to environmental changes associated with human population growth and activity that have deleterious effects on natural populations and ecosystems, and that may negatively affect the quality of life for humans. Examines the fundamentals of ecology to provide a solid background in the science, and discusses current ecological issues and dilemmas facing society. Laboratory sessions consist of local field trips, group research, case study exercises, and discussion of current and classic scientific literature. (Same as **Environmental Studies 201.**)

Prerequisite: One of the following: **Biology 104, 105, Environmental Studies100/ Geology 100,** or **Environmental Studies103/Geology 103.**

210a. Plant Physiology. Every spring. The Department.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Environmental Studies 210.**)

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

212a. Genetics and Molecular Biology. Every fall. Ms. Richards.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, the determination of gene order and sequence, and genetic engineering applications. Laboratory and problem-solving sessions are scheduled.

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

213a. Introduction to Neuroscience. Fall 2002. Ms. Horch.

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems.-

Prerequisite: **Biology 104** (Classes of '03 and '04); either **105,** or **104** and **Psychology 251** (Classes of '05 and '06).

214a. Comparative Physiology. Every spring. Ms. Dickinson.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

215a. Behavioral Ecology and Population Biology. Every fall. Mr. Wheelwright.

Study of interactions between organisms and their environment. Topics include population growth and structure, processes of speciation, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize ecological concepts, techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215.**)

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

216a. Evolution. Spring 2003. Mr. Palopoli.

An examination of the theory of evolution by natural selection, the central theory in the study of biology. The course provides a broad overview of evolutionary ideas, including the development of Darwin's theory; the modification and elaboration of that theory through the modern synthesis and present-day controversies over how evolution works; the evidence for evolution, evolutionary insights into processes at the molecular, organismal, behavioral, and ecological levels; patterns of speciation and macro-evolutionary change; the evolution of sex; and sexual selection. Laboratory sessions introduce students to artificial selection experiments, phylogenetic analysis, and other topics in evolutionary biology.

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

217a. Developmental Biology. Every fall. Mr. Phillips.

An examination of current concepts of embryonic development, with emphasis on their experimental basis. Topics include morphogenesis and functional differentiation, tissue interaction, nucleocytoplasmic interaction, differential gene expression, and interaction of cells with hormones and extracellular matrix. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

218a. Microbiology. Every spring. Ms. McBride.

An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects covered include microbial structure, metabolism, and genetics. Control of microoganisms and environmental interactions are also discussed. Laboratory sessions every week.

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06). **Chemistry 225** is recommended but not required.

219a. Biology of Marine Organisms. Every fall. Ms. Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219.**)

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

224a. Cell Biology. Every spring. Mr. Kohorn.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week.

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06). **Chemistry 225** is recommended.

225a. Community and Ecosystem Ecology. Every fall. Mr. Lichter.

Community ecology is the study of patterns in the distribution and abundance of organisms, whereas ecosystem ecology is concerned with the flow of energy and cycling of matter in communities. Explores the interactions within and among populations of plants, animals, and microorganisms, and how those interactions are regulated by the physical and chemical environment. Discusses the vast diversity of organisms, what processes maintain this biodiversity, and the relationship between biodiversity and ecosystem stability. Laboratory sessions consist of local field trips, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Environmental Studies 225.**)

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

243a. Methods in Environmental Science. Spring 2003. Mr. Lichter.

Field and laboratory-centered course, using research tools of environmental scientists to assess and measure biological and chemical changes in the environment. Methods include observation, sampling design, hypothesis development, experimentation, data management and analysis, and application of results to environmental problems. Statistical analyses include both parametric and non-parametric techniques of testing hypotheses and of modeling relationships between environmental variables. Statistical power and experimental design are key concepts. Students design and conduct their own experiments, and discuss primary scientific literature. (Same as **Chemistry 215** and **Environmental Studies 243.**)

Prerequisite: **Chemistry 109** and one of the following: **Biology 105, Environmental Studies 201, Mathematics 165, Psychology 251** or **252, Economics 257** *or* an approved class in statistics. **Chemistry 225** and **Biology 105** are strongly recommended.

252a. Evolution of Marine Invertebrates. Spring 2004. Ms. Johnson.

Principles of evolution are studied through a phylogenetic, functional, and morphological examination of marine invertebrates. Living representatives of all major marine invertebrate phyla are observed. Information from the fossil record is used to elucidate causes and patterns of evolution. Lectures, three hours of laboratory or field work per week, and an individual research project are required.

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

253a. Comparative Neurobiology. Every fall. Ms. Dickinson.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 104,** and one from **Biology 213, 214,** or **Psychology 218.**

254a. Biomechanics. Spring 2003. Ms. Johnson.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment. Introductory physics and calculus are strongly recommended.

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

255a. Human Genetics. Spring 2003. Mr. Steinhart.

The genetics of humans is examined at all levels, from molecular to population. Topics include the inheritance of mutations, multifactorial traits, phenotypic variation, and sex determination. Discussions focus on case studies, genetic counseling, the impact of biotechnology, technical and ethical aspects of genetic engineering, and theories of human evolution. Includes student-led seminars.

Prerequisite: **Biology 212** or permission of the instructor.

257a. Immunology. Fall 2002. Ms. McBride.

Covers the development of the immune response, the cell biology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology are also considered.

Prerequisite: **Biology 212.**

258a. Ornithology. Spring 2003. Mr. Wheelwright.

Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, discussion of the primary literature, and independent research, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional field trip to the Bowdoin Scientific Station on Kent Island.

Prerequisite: **Biology 215** or **225**.

261a. Biochemistry I. Every fall. Mr. Kohorn.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on kinetics and mechanisms of enzymic reactions and upon equilibrium and non-equilibrium thermodynamics underlying biological processes. Lectures and informally scheduled laboratories, based upon computer models of biochemical reactions and metabolic networks. (Same as **Chemistry 261.**)

Prerequisite: **Chemistry 226.**

262a. Biochemistry II. Every spring. Mr. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Chemistry 262**.)

Prerequisite: **Biology 261.**

263a. Laboratory in Molecular Biology and Biochemistry. Every semester. The Department.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Chemistry 263.**)

Prerequisite: **Biology 261** (may be taken concurrently).

266a. Molecular Neurobiology. Spring 2003. Ms. Horch.

Examination of the molecular control of neuronal structure and function. Topics include the molecular influence on the behavior of individual neurons, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects.

Prerequisite: One from **Biology 104, 212, 213, 224, 253,** or **Psychology 218**.

280a. Plant Responses to the Environment. Fall 2002. Mr. Logan.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Environmental Studies 280.**)

Prerequisite: **Biology 210.**

291a–294a. Intermediate Independent Study. The Department.

303a. Virology. Spring 2003. Mr. Steinhart.

A study of plant and animal viruses, beginning with lectures on fundamental virology and followed by student-led seminars based on the primary literature. Covers taxonomy, structure, replication, pathogenesis, epidemiology, and public health aspects of viruses.

Prerequisite: **Biology 212, 218,** or permission of instructor.

304a. Topics in Molecular Biology. Spring 2003. Ms. McBride.

Seminar exploring the numerous roles of ribonucleic acid, from the discovery of RNA as a cellular messenger to the development of RNAs to treat disease. Topics covered also include: RNA enzymes, interactions of RNA viruses with host cells, RNA tools in biotechnology, and RNA as a potential origin of life. Focuses on discussions of papers from the primary literature.

Prerequisite: One from **Biology 212, 218, 224, 261, 262,** or permission of the instructor.

306a. Free Radicals and Antioxidants. Spring 2004. Mr. Logan.

Ordinary cellular metabolism in aerobic environments results in the production of free radicals, and free radical-mediated cellular damage underlies many human diseases. In response to the danger they pose, organisms evolved elaborate antioxidant systems that detoxify free radicals. The biology of free radicals and antioxidants in organisms ranging from bacteria to plants to humans is discussed, along with the importance of free radicals in disease processes. Time is devoted to discussing the primary literature and occasional laboratory sessions.

Prerequisite: A 200-level (or above) course in Biology, or permission of the instructor.

[310a. Advanced Developmental Biology.]

317a. Molecular Evolution. Fall 2004. Mr. Palopoli.

The dynamics of evolutionary change at the molecular level are examined. Topics include: neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and proteins, molecular phylogenetics, and genome evolution. Explores the evolution of development and the application of molecular methods to traditional questions in evolutionary biology.

Prerequisite: **Biology 212, 216,** or **217,** or permission of the instructor.

325a. Topics in Neuroscience. Spring 2003. Ms. Dickinson.

An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature.

Prerequisite: One from **Biology 213, 253, 266, Psychology 275,** or **276.**

326a. Developmental Neurobiology. Spring 2004. Ms. Horch.

Advanced seminar exploring the principles involved in the development of individual neurons, circuits, and systems, with special focus on the relative influence of activity (experience) and molecular (genetic) factors. Based mainly on student presentations of primary literature, content is influenced by student interests. Potential topics include axon pathfinding and the dynamics of growth cones, synapse formation, neurotrophic factors, critical periods, pattern formation, and visual system development. In addition, students design and conduct individual projects investigating aspects of the development of neurons or neuronal systems.

Prerequisite: One from **Biology 213, 253, 266, Psychology 275, 276,** or permission of the instructor.

333a. Advanced Cell Biology: Signal Transduction from Microbes to Mammals. Fall 2003. Mr. Kohorn.

An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

Prerequisite: **Biology 104** (Classes of '03 and '04) or **105** (Class of '05 and '06), and one from the following: **Biology 217, 224, 246, 261,** or **263.**

[394a. The Ecology and Environmental History of Merrymeeting Bay.]

[396a. Aquatic Ecosystems.]

397a. Advanced Winter Field Ecology. Every other spring. Spring 2004. Mr. Wheelwright.

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in winter in Maine. The course is structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, to evaluate readings from the primary literature, to analyze data from field research projects, and to present their results each week in a research seminar. Field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 397.**)

Prerequisite: **Biology 215** or **225.**

401a–404a. Advanced Independent Study and Honors. The Department.

Chemistry

Professors
Ronald L. Christensen
Jeffrey K. Nagle
Joint Appointment with Biochemistry
David S. Page
Visiting Scholar
Robert de Levie

Associate Professors
Richard D. Broene
Elizabeth A. Stemmler, *Chair*
Assistant Professors
Brian R. Linton
Eric S. Peterson†
Visiting Assistant Professor
Yuri Kholodenko

Director of Laboratories
Judith C. Foster
Laboratory Support Manager
Rene L. Bernier
Laboratory Instructors
Beverly G. DeCoster
Colleen T. McKenna
Paulette M. Messier
Department Coordinator
Pamalee J. Labbe

Requirements for the Major in Chemistry

The required courses are **Chemistry 109** or **119, 210, 225, 226, 240, 251, 252, 254,** and any two upper-level electives: **Chemistry 262** and courses at the 300 level or above. Students who have completed a rigorous secondary school chemistry course should begin with **Chemistry 109. Chemistry 101/109** is an introductory course sequence for students wishing to have a full year of general chemistry at the college level. **Chemistry 119** is an advanced, research-based introduction to college-level chemistry for students with AP credit. First-year students must take the chemistry placement exam to ensure proper placement in **101, 109,** or above. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103** and **104**, and **Mathematics 161** and **171.**

Because the department offers programs based on the interests and goals of the student, a prospective major should discuss his or her plans with the department as soon as possible. The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in other branches of science, medicine, secondary school teaching, and many fields in the business world. Advanced electives in chemistry **310** and **340**) and additional courses in mathematics also allow students to meet the formal requirements of the American Chemical Society–approved chemistry major. Students interested in this certification program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, economics, education, geology, mathematics, or physics.

Independent Study

Students may engage in independent study at the intermediate (291–294) or advanced (401–404) level.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, and geology and chemistry. See pages 71, 177, and 180.

Requirements for the Minor in Chemistry

The minor consists of five chemistry courses at or above the 100-level. Biochemistry majors may not minor in chemistry.

Introductory, Intermediate, and Advanced Courses

101a. Introductory Chemistry. Every fall. Mr. Page.

A first course in a two-semester introductory college chemistry program. An introduction to the states of matter and their properties, the mole concept and stoichiometry, and selected properties of the elements. Lectures, conferences, and four hours of laboratory work per week.

First-year students must take the chemistry placement examination during orientation.

109a. General Chemistry. Every fall and spring. The Department.

Introduction to models for chemical bonding and intermolecular forces; characterization of systems at equilibrium and spontaneous processes, including oxidation and reduction; and the rates of chemical reactions. Lectures, conferences, and four hours of laboratory work per week.

Prerequisite: One year of high school chemistry or **Chemistry 101**.

First-year students must take the chemistry placement examination during orientation.

119a. Research Methods in Chemistry. Fall 2002. Mr. Broene, Ms. Stemmler, and the Department.

Allows well-prepared first-year students to gain experience in chemical research methods through participation in ongoing chemistry faculty research projects. Includes an introduction to library research methods, chemical safety, experiment design, and chemical instrumentation. Each student carries out an independent research project designed in consultation with a faculty mentor. One hour of class and six hours of laboratory per week.

Prerequisite: Permission of the instructor.

First-year students must take the chemistry placement examination during orientation.

210a. Chemical Analysis. Fall 2002. Ms. Stemmler.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109.**

215a. Methods in Environmental Science. Spring 2003. Mr. Lichter.

Field and laboratory-centered course, using research tools of environmental scientists to assess and measure biological and chemical changes in the environment. Methods include observation, sampling design, hypothesis development, experimentation, data management and analysis, and application of results to environmental problems. Statistical analyses include both parametric and non-parametric techniques of testing hypotheses and of modeling relationships between environmental variables. Statistical power and experimental design are key concepts. Students design and conduct their own experiments, and discuss primary scientific literature. (Same as **Biology 243** and **Environmental Studies 243.**)

Prerequisite: **Chemistry 109** and one of the following: **Biology 105, Environmental Studies 201, Mathematics 165, Psychology 251** or **252, Economics 257** *or* an approved class in statistics. **Chemistry 225** and **Biology 105** are strongly recommended.

225a. Organic Chemistry I. Fall 2002. Mr. Broene and Mr. Linton.

Introduction to the chemistry of the compounds of carbon. Provides the foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 109.**

226a. Organic Chemistry II. Spring 2003. Mr. Broene and Mr. Linton.

Continuation of the study of the compounds of carbon. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225.**

[231a. Computer-Based Data Analysis in Chemistry.]

240a. Inorganic Chemistry. Spring 2003. Mr. Nagle.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109.**

251a. Physical Chemistry I. Every fall. Mr. Christensen.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical reaction kinetics are related to molecular properties by means of the kinetic theory of gases, the laws of thermodynamics and transition state theory.

Prerequisites: **Chemistry 109, Physics 103,** and **Mathematics 171,** or permission of the instructor. **Physics 104** and **Mathematics 181** are recommended.

252a. Physical Chemistry II. Every spring. The Department.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy.

Prerequisite: **Chemistry 109, Physics 103,** and **Mathematics 171,** or permission of the instructor. **Physics 104** and **Mathematics 181** are recommended.

Note: **Chemistry 251** is not a prerequisite for **Chemistry 252.**

254a. Physical Chemistry Laboratory. Every spring. The Department.

Experiments in thermodynamics, kinetics, spectroscopy, and quantum chemistry. Modern methods, such as vibrational and electronic spectroscopy, calorimetry, and time-resolved kinetics measurements, are used to verify and explore fundamental concepts in physical chemistry. In addition, instrumental topics are discussed. These include digital electronics, computer-based data acquisition, and the use of pulsed and continuous wave lasers. Emphasis is placed on understanding concepts, on a modular approach to experimental design, and on the development of scientific writing skills. Lectures and four hours of laboratory work per week.

Prerequisites: **Chemistry 252** (generally taken concurrently) or permission of the instructor.

261a. Biochemistry I. Every fall. Mr. Kohorn.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on kinetics and mechanisms of enzymic reactions and upon equilibrium and non-equilibrium thermodynamics underlying biological processes. Lectures and informally scheduled laboratories, based upon computer models of biochemical reactions and metabolic networks. (Same as **Biology 261.**)

Prerequisite: **Chemistry 226.**

262a. Biochemistry II. Every spring. Mr. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. (Same as **Biology 262.**)

Prerequisite: **Chemistry 261.**

263a. Laboratory in Molecular Biology and Biochemistry. Every semester. The Department.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Biology 263.**)

Prerequisite: **Biology 261** (may be taken concurrently).

[270a. Molecular Structure Determination in Organic Chemistry.]

310a. Instrumental Analysis. Spring 2003. Ms. Stemmler.

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Applications of instrumental techniques to the analysis of biological and environmental samples are covered. Lectures and two hours of laboratory work per week.

Prerequisites: **Chemistry 210** or permission of the instructor.

330a. Bioorganic Chemistry of Enzyme Catalysis. Fall 2002. Mr. Page.

Introduction to structure and mechanism in bioorganic chemistry. Concepts and methods of physical organic chemistry are applied toward understanding the factors that govern the catalysis of reactions by enzymes.

Prerequisites: **Chemistry 226** and **251**, or permission of the instructor.

[332a. Advanced Organic Chemistry.]

340a. Advanced Inorganic Chemistry. Fall 2002. Mr. Nagle.

An in-depth coverage of inorganic chemistry. Spectroscopic and mechanistic studies of coordination and organometallic compounds, including applications to bioinorganic chemistry, are emphasized. Symmetry and applications of group theory are included.

Prerequisites: **Chemistry 240** or permission of the instructor. **Chemistry 252** is recommended.

360a. Molecular Medicine. Spring 2003. Mr. Linton.

Exploration of the molecular and cellular mechanisms of disease, with concurrent emphasis on the development of medicinal treatments. Specific topics may include metabolic disorders and treatment, activity of antibiotics, bacteriological resistance, HIV infection and antiviral treatment, cancer occurrence and treatment, and the pharmacology of brain activity. A significant portion of the covered material is derived from the primary literature. All medical conditions are framed in the context of pharmaceutical design and evaluation.

Prerequisite: **Chemistry 226** and **261,** or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

Laboratory or literature-based investigation of a topic in chemistry. Topics are determined by the student and a supervising faculty member.

401a–404a. Advanced Independent Study and Honors. The Department.

Advanced version of **Chemistry 291–294** for students in their senior year. Students are expected to demonstrate a higher level of ownership of their research problem. This course may be used to meet the requirements for departmental honors for qualified students.

Classics

Professor
Barbara Weiden Boyd†
Associate Professor
James Higginbotham, *Chair*

Assistant Professors
Jennifer Clarke Kosak
Irene Polinskaya
Visiting Assistant Professor
Judson Herrman
Department Coordinator
Tammis L. Lareau

The Department of Classics offers two major programs: one with a focus on language and literature (Classics), and one with a focus on classical archaeology (Classics/Archaeology). Students pursuing either major are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the two major programs: for each, requirements in Greek and/or Latin and in classical archaeology must be fulfilled.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of classics courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level; one of the remaining courses should be **Archaeology 101** or **102.** Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, the senior seminar (**Classics 399**) is required.

Classics/Archaeology

Within the broader context of classical studies, the classics/archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

Requirements for the Major in Classics/Archaeology

The major in classics/archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101, 102,** and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. As a capstone to this major, the senior seminar (**Classics 399**) is required.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 176.

Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek:* Five courses in the department, including at least four in the Greek language;
2. *Latin:* Five courses in the department, including at least four in the Latin language;
3. *Classics:* Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205** or **206;**
4. *Archaeology:* Six courses in the department, including either **Archaeology 101** or **102,** one archaeology course at the 300 level, and two other archaeology courses;
5. *Classical Studies* (Greek or Roman): Six courses, including:

a. *—for the Greek studies concentration:*

two courses in the Greek language;
Archaeology 101;
one of the following: **Classics 17** (or any other appropriate first-year seminar), **Classics 101, 102,** or **211;** or **Philosophy 111;** or **Government 240;**
and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Philosophy 331** or **335; Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.

b. *—for the Roman studies concentration:*

two courses in the Latin language;
Archaeology 102;
one of the following: **Classics 17** (or any other appropriate first-year seminar), **Classics 101, 102,** or **212;** or **Philosophy 111;** or **Government 240;**
and two of the following: **Archaeology 204** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Classics Department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students in both major programs can study in the junior year (see page 44). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and **102** are offered in alternate years.

101c. Introduction to Greek Archaeology. Fall 2003. Mr. Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art History 209.**)

102c. Introduction to Roman Archaeology. Fall 2002. Mr. Higginbotham.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art History 210.**)

[201c. Archaeology of the Hellenistic World.]

[202c. Augustan Rome.]

204c. Pagans and Christians: Art and Society in Late Antiquity. Spring 2003. Mr. Higginbotham.

Surveys a time of dramatic change during the waning days of imperial Rome. During the period from the second century A.D. to the mid-sixth century, classical civilization was forever transformed. Explores the cultural artifacts of this frequently-neglected era, and considers what these remains can tell us about the rise of Christianity, the persistence of pagan cult and ritual, and the political and social changes that led to the creation of a radically different world. (Same as **Classics 204.**)

[205c. *Historia Naturalis:* Society and the Environment in the Ancient Mediterranean.]

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include: the Greek bronze age; Etruscan art and archaeology; Greek and Roman numismatics; Pompeii and the cities of Vesuvius. The 300-level course scheduled for 2002–2003 is:

[302c. Ancient Numismatics.]

[304c. Pompeii and the Cities of Vesuvius.]

305c. Etruscan Art and Archaeology. Spring 2003. Mr. Higginbotham.

Explores the archaeology of ancient Italy from the Neolithic period to the second century b.c., with particular emphasis on Etruscan culture. Illustrated lectures and class discussion examine the settlement of Italy in remote prehistoric times, the Iron Age Italic cultures and their contact with Greek colonies in southern Italy and Sicily, the emergence of Etruria, and its contributions to Rome. Architecture, sculpture, frescoes, pottery, and other artifacts are studied in their historical and cultural context in order to understand the evolution of Italian society and the central role of the Etruscans.

CLASSICS

First-Year Seminar

For a full description of first-year seminars, see pages 134–43.

17c. The Age of Heroes. Fall 2002. Ms. Polinskaya.

Introductory, Intermediate, and Advanced Courses

Classics 101 and **102** are offered in alternate years.

101c. Classical Mythology. Spring 2004. Ms. Boyd.

Focuses on the mythology of the Greeks and the use of myth in Classical literature. Other topics considered are: recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses.*

102c. Introduction to Ancient Greek Culture. Spring 2003. The Department.

Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition; considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what we do and do not know about ancient Greece, but also the types of evidence and methodologies with which we construct this knowledge. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

[202c. Augustan Rome.]

204c. Pagans and Christians: Art and Society in Late Antiquity. Spring 2003. Mr. Higginbotham.

Surveys a time of dramatic change during the waning days of imperial Rome. During the period from the second century A.D. to the mid-sixth century, classical civilization was forever transformed. Explores the cultural artifacts of this frequently-neglected era, and considers what these remains can tell us about the rise of Christianity, the persistence of pagan cult and ritual, and the political and social changes that led to the creation of a radically different world. (Same as **Archaeology 204.**)

[211c. History of Ancient Greece: Bronze Age to the Death of Alexander.]

212c. Ancient Rome. Spring 2003. Ms. Polinskaya.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. The course introduces different types of sources—literary, epigraphical, archaeological, etc.—and students learn how to use them as historical documents. (Same as **History 202.**)

224c. Ancient Greek Medicine. Fall 2002. Ms. Kosak.

Explores the development of science in the Greek world by examining the evolution of Greek medicine over a period of several centuries. Topics include the development of Greek rationalism; concepts of health and disease; notions of the human body, both male and female; the physician's skills—diagnosis, prognosis, remedy; similarities and differences between religious and scientific understandings of disease; and Greek notions of evidence, proof, and experiment. Readings are drawn from both medical and nonmedical texts, e.g., the Hippocratic corpus, Aristotle, Galen, Homer, Sophocles, Thucydides, and Aristophanes.

399c. Senior Seminar for Classics and Classics/Archaeology Majors. Every fall. Mr. Higginbotham and the Department.

The senior seminar brings together students majoring in Classics and Classics/Archaeology. Its goals are to unite majors with different concentrations and expertise in an in-depth study of an aspect of classical culture or period in ancient history; ensure students' grasp of the interdisciplinary nature of classical studies; provide an intelligent introduction to major research tools used by scholars focusing on different aspects of the discipline; encourage collaborative work among majors and between students and faculty; and prepare those students who wish to proceed to an honors project in the spring semester. This seminar is required of all majors.

GREEK

101c. Elementary Greek. Every fall. Ms. Kosak.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

102c. Elementary Greek. Every spring. Ms. Kosak.

A continuation of **Greek 101**; introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

203c. Intermediate Greek for Reading. Every fall. Ms. Polinskaya.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Greek 102** or two to three years of high school Greek is required.

204c. Homer. Every spring. Ms. Polinskaya.

At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Greek lyric and elegiac poetry; Homer's *Odyssey;* Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Artistophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era. The 300-level courses scheduled for 2002–2003 include:

[302c. Lyric Poetry.]

303c. The Historians. Spring 2003. The Department.

LATIN

101c. Elementary Latin. Every fall. Mr. Herrman.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

102c. Elementary Latin. Every spring. Ms. Kosak.

A continuation of **Latin 101.** During this term, readings are based on unaltered passages of classical Latin.

203c. Intermediate Latin for Reading. Every fall. Ms. Polinskaya.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Latin 102** or two to three years of high school Latin is required.

204c. Studies in Latin Literature. Every spring. Ms. Polinskaya.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History,* or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required.

Latin 205 and **206** are offered in alternate years.

205c. Latin Poetry. Every other year. Fall 2002. Mr. Herrman.

An introduction to the appreciation and analysis of works by the major Latin poets. Readings include selections from poets such as Catullus, Lucretius, Horace, Virgil, and/or Ovid. Equivalent of **Latin 204** or four years (or more) of high school Latin is required.

206c. Roman Comedy. Every other year. Fall 2003. Ms. Boyd.

An introduction to the earliest complete texts that survive from Latin antiquity, the plays of Plautus and Terence. One or two plays are read in Latin, and several others in English translation. Students are introduced to modern scholarship on the history and interpretation of Roman theater.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses;* Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics;* Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses scheduled for 2002–2003 include:

301c. The Historians. Fall 2002. Mr. Higginbotham.

[306c. The Roman Novel.]

[392c. Catullus.]

Independent Study in Greek, Latin, Archaeology, and Classics

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Colby-Bates-Bowdoin Off-Campus Study Programs

Colby, Bates, and Bowdoin Colleges (CBB) collaborate in running study abroad centers in Cape Town, South Africa; London, England; and Quito, Ecuador. Each center runs up to three programs per semester, encompassing a wide variety of courses; a different set of programs is offered each year. CBB faculty members direct and teach in the programs. Courses are designed to make full use of the instructional and cultural resources of the region, through such methods as instruction by local scholars, homestays, community service, and internships. Students take two or three courses in a specific program, and one or two electives in areas of more general interest. The programs are centrally administered at Bowdoin by the CBB off-campus study program administrator.

CBB CAPE TOWN

A program is offered in both the fall and spring semester. Students take two courses with the program and two at the University of Cape Town.

Fall 2002 Anthropology Program

Catherine Besteman, Colby College, Director

Culture and Politics in Cape Town. Ms. Besteman.

Politics is expressed culturally, aesthetically, and silently everywhere in the world. Explores how people in Cape Town are expressing political views and political activism in aesthetic and performative ways. Works toward an anthropological understanding of the poetics of political/cultural expression through reading novels, plays, short stories and poetry; visiting museums; attending cultural performances; and holding workshops with cultural producers.

Transforming South Africa. Ms. Besteman.

South Africa is in the midst of transforming itself from an authoritatian, racist, nondemocratic, isolated state to a democratic state based on principles of human rights, tolerance, equity, and social justice. The challenges of managing this transformation are enormous. Investigates numerous dimensions of transformation in contemporary South Africa, giving particular attention to human rights, education, globalization, tourism, racism, crime, and reconciliation.

Spring 2003 Anthropology Program

Elizabeth Eames, Bates College, Director

When Cultures Clash: Understanding Power in Contemporary African Context. Ms. Eames.

African societies are often characterized as emphasizing the importance of duties to the group—communal ownership and collective responsibility—rather than individual rights or personal conscience. This cannot be said of the European societies that colonized South Africa. Focuses on the tensions between communalism and individualism, and explores indigenous and imported notions of power and corruption, prosperity and disease as they are lived and understood within contemporary Africa. Considers how kin-ordered social systems respond to the incursions of global capitalism and the advent of the nation-state. How have such new organizational forms as political parties, religious congregations, ethnic groups, and occupational associations been constructed under changing historical conditions? Special attention is paid to the South African Apartheid situation and, through fieldwork in Cape Town, the contemporary post-Apartheid era.

"Seeing" Africa: The Politics of South African Image Production. Ms. Eames.

A collaborative fieldwork project within the program curriculum that concerns the production and consumption of public images in contemporary Cape Town. Most North Americans have "seen" Africa only through non-African eyes, coming to an understanding of Africa through such characters as Tarzan, and such genres as the "jungle melodrama" or the "nature show." Officially sanctioned Colonial- and Apartheid-era South African media productions betray many of the same imperialist fantasies. The new political structure in South Africa might lead to institutional transformations in the image production process. Through close attention to media exposure, the course explores the following questions: Has post-Apartheid-era media production challenged racist stereotypes? How might contemporary South Africans use photography, film, video, television, theater, art, music, or advertising to present a new national identity through the reinvention of a shared past? Of what significance is the globalization process in this context?

CBB LONDON

Fall 2002 Economics Program

Patrice Franko, Colby College, Director

International Economic Problems. Ms. Franko.

Analyzes hot topics in international economics, addressing pressing issues on the economic agenda such as the role of multinational corporations, financial crises, agricultural policy, telecommunications policy, competition policy, and labor and globalization. In considering the effects of global markets we also address economic externalities such as the environment, growing income inequality, and poverty. Class discussions attempt to discern an "American" versus a "European" standpoint. Also tests Fred Bergsten's (Institute for International Economics in Washington) proposition that the United States and Europe are on the brink of a major trade and economic conflict; and identifies the policy responses from each side of the Atlantic that might promote stable, sustainable, global growth.

International Finance. Ms. Franko.

Provides students with the economic tools to analyze financial flows between nations, to determine exchange rates, and to understand the implications of key international prices for domestic performance. Students are asked to examine problems of the international system and evaluate various policy options, particularly in how they relate to the United States and its relationship with the European Economic Union. In addition to lectures, the course incorporates case studies.

Fall 2002 Government Program

Sandy Maisel, Colby College, Director

Comparative Political Parties. Mr. Maisel.

A comparative analysis of political parties and elections in the United States with those in other democracies, including Great Britain, France, Germany, Israel, Japan, and Australia. Organized around concepts in the study of parties and elections—classifying party systems, party organizations, party identification and the meaning of partisanship, electoral systems, and so-called "second order" elections (e.g. to the European parliament)—and then applying these concepts to particular systems as case studies.

Political Ethics. Mr. Maisel.

A discussion of critical ethical issues faced by governmental leaders throughout the world. After an initial examination of philosophical writings on the relationship between ethics and politics, examines a series of cases including those involved with violence (e.g., the debate over nuclear disarmament), deception in government (e.g., the Iran-Contra case), policies regarding life and death (e.g., abortion and euthanasia), interventionist policies (e.g., the Balkans, Somalia), the relationship between politicians and the media and ethical imperatives facing legislators (in comparative perspective), and others.

Fall 2002 Architecture and Urbanism in Modern Britain Program

Jill Pearlman, Bowdoin College, Director

London: The Modern City in History. Ms. Pearlman.

Explores the evolution of the city of London and environs from 1660 c. to the present day. Considers a variety of factors as determinants of urban form: changing cultural values, technological advancements, natural resources, social structure, geography, politics, economics, planning, and design. Students learn to read the city itself as a record of past and present negotiations between people and these forces, while also studying the rich literature of London's urban history (e.g. Dyos, Sutcliffe, Ackroyd, Porter). Numerous excursions to city sites, as well as to museums and institutions relevant to our study (e.g., the Museum of the City of London, the London Transport Museum).

Modern Architecture in England, 1660–2002. Ms. Pearlman.

Examines the major British buildings, architects, and architectural theories from the seventeenth century to the present. Pays particular attention to the changing conditions of architectural practice and to the rise of new building types during these centuries—from railroad stations to grand hotels. Major issues of study include the picturesque tradition, British Classicism, Gothic Revival, Arts and Crafts Movement, modernism, and the re-emergence of tradition in post-modern British architecture. Our setting in London affords opportunity to visit many buildings and monuments firsthand, as do side trips to Bath and Oxford. Attendance at lectures sponsored by London's lively architectural community (e.g., the Architectural Association near the CBB London Centre).

Spring 2003 British Film and Literature Program

Tricia Welsch, Bowdoin College, Director

History of British Film. Ms. Welsch.

Surveys the first hundred years of British cinema, from its beginnings in the silent period to contemporary films. Topics include invention of cinema and patterns of movie-going in the United Kingdom; work of important directors and producers (Alfred Hitchcock, Carol Reed, Alexander Korda); changes brought by the second World War; the Angry Young Men of the 1950s and 1960s; and recent developments ("heritage" films, postcolonial perspectives, Scottish film).

British Literature and Film. Ms. Welsch.

Considers the adaptation of short stories, novels, and plays into films, as well as work by major writers directly for the screen. Examines the differing needs and priorities of writers working in different formats, and the relation of readers to screen adaptations. Focuses on British writers, possibly including Shelley, Brontë, Fowles, Pinter, McEwen, Hardy, Woolf, Forster, Shakespeare, Austen, Dickens, O'Brien.

Spring 2003 Biomedical Ethics and Public Policy in the United States and Britain Program

David Cummiskey, Bates College, Director

Biomedical Ethics. Mr. Cummiskey.

We are all aware of the remarkable accomplishments of modern medicine. During the past forty years, the rapid changes in the biological sciences and medical technology have thoroughly transformed the practice of medicine. The added complexity and power of medicine has, in turn, revolutionized the responsibilities and duties that accompany the medical professions. Explores the values and norms governing the very different health care systems and practices in the United States, Britain, and the Netherlands. Particular emphasis is placed on (1) the rights and responsibilities of health-care providers and patients (issues of confidentiality, medical paternalism and non-disclosure, informed consent, and surrogate decision making), and (2) the justification for passive and active euthanasia and the practice of physician-assisted suicide. Examines the relationship between national health care systems and the patient-physician relationship. A service-learning component introduces students directly to the British health care system.

Justice, Utility, and Health Care Policies. Mr. Cummiskey.

The United States and Great Britain have quite different approaches to the access, allocation, and rationing of health care services. In the United States, access to health care is determined by individual access to private or public insurance. The "pay for services" model, combined with third party insurance, has resulted in sky-rocketing health care costs (currently 14% of GDP, compared to 7% GDP in Great Britain) and 41 million uninsured people in the United States. Yet the United States also has one of the most advanced, high-technology health care systems in the world. Recently, the United States has begun shifting to a managed care model of health insurance, which may limit health care spending, but also threatens the quality of care and funding of medical education and research hospitals. The British model of a "single payer" and universal coverage succeeds in providing basic health care to all, at about half the cost, but also results in significant delays in access to service and rationing of access to many common procedures in the United States. Focuses on differing conceptions of justice (socialism, liberal equality theory, and libertarianism) and issues of access to and rationing of health care services in the British and United States health care systems. Evaluates the rationing of organs for transplant, age-based rationing, limits to access to new technologies and medicines, and the funding and constraints on medical research in the two health care systems.

Spring 2003 Performing Arts Program

Anna Sullivan, London Faculty, Director

Acting I: Introduction to Acting and Communication Skills. Ms. England.

Explore contemporary modes of physical theatre and performance in British and European theatre. Working together in an ensemble, students learn a basic physical theatre vocabulary. The emphasis is on development of new skills, exploring the group imagination and applying the techniques to a wide range of large scale playtexts, including Greek tragedy, Shakespeare, Restoration comedy, and modern European playwrights. Theatre games engage the students physically and mentally, encouraging the development of physical and vocal confidence. By learning new performance skills, students create a unique ensemble.

Acting II: Professional Skills Acting Workshop. Ms. Sullivan.

Intended for actors and directors developing the professional skills used in theatre, film, and television. Sight-reading, monologue work, scene study, interview technique, and creating a resume are all explored in the first half of the semester, using a wide range of texts and styles, from Shakespeare to Harold Pinter. The class then chooses a project for performance. Past work has included one act plays, devised workshop performances, and Jacobean play texts. A final performance is given for the CBB faculty and students during exam week.

Voice and Movement. Ms. Rabinowitz and Mr. Gordon.

Students are taught by professional voice and movement coaches. Meets four times a week.

Fall 2002 and Spring 2003 General Studies Option

If students' academic interests do not coincide with the programs being offered they can select their own set of courses from the listed courses, provided that at least two of them are taught by CBB faculty.

A music elective course is being taught in spring 2003. In fall 2002 and spring 2003, other elective courses at the CBB London Centre include an English literature course, an art history course, and the following:

Performing Arts: Text and Performance. Fall 2002 and Spring 2003. Ms. Sullivan and Mr. Gordon.

Focuses on the wide range of plays and production styles in both the West End and fringe venues in London, the capital of world theatre. Explores an exciting diversity in performance styles, keeping abreast of the latest trends and innovations in performance, design, writing, and music. Students see approximately twelve plays (including one musical), ranging from Shakespeare and Greek tragedy to works by the latest modern British playwrights. Seminars concentrate on an analysis of the productions and supporting play-text work. Includes background classes on theatre history; the organization, economics, and social political aspects of modern British theatre; criticism; review writing; and any other topics specifically relevant to the choice of plays. Participation in field trips, including a backstage tour of the National Theatre, and a visit to Shakespeare's reconstructed Globe Theatre Museum.

History: Roman Britain, Continuity, and Change. Fall 2002 and Spring 2003. Mr. Casey.

Examines the impact of the Roman Conquest on Britain between the first and fifth centuries A.D., in the light of modern studies of cultural and technological interaction. Emphasis is placed upon the archaeological evidence for cultural change, adaptation, and resistance through detailed studies of key monuments and excavations. Material cultural evidence such as coins, pottery, glass, and other artifacts are examined. Contemporary historical narratives are examined and contrasted with less formal written evidence such as inscriptions and graffiti. A program of site and museum visits is an essential element of the course. Past field trips have included Hadrian's Wall, Fishbourne Villa, the Roman Baths at Bath, and the British and London Museums. No knowledge of Latin is needed; sources are studied in translation.

Economics: The Economic Integration of the European Union. Fall 2002 and Spring 2003. Mr. Staab.

Provides a comprehensive examination of the processes of European economic integration, and offers a critical analysis of EU policies in their broader political-economic context. Also focuses on the external dimension of Europe in the global economy and is therefore divided into four parts: a historical overview of the main economic events and currents, followed by a brief introduction to key institutions and processes. Subsequently shifts attention to the analysis of the main economic policies that continue to shape the integration processes of the EU, including the Single Market, Economic and Monetary Union, or the Common Agricultural Policy. Closes with a look at the EU and its impact on global economics, ranging from the WTO to EU enlargement and the Third World.

Government: Contemporary British Politics. Fall 2002 and Spring 2003. Mr. Lodge.

A comparative politics course examining the British system of government and the most important issues and developments in British politics since 1945. Topics include parliamentary government, the evolving party system, electoral behavior, the rise and fall of the welfare state, Thatcher's economic revolution, race relations, the break-up of the Empire, NATO, the European Union, Welsh and Scottish devolution, and Northern Ireland.

CBB QUITO

Prerequisite: Students must have one year of college-level Spanish language skills in order to take the biology program and a year and a half to take the history program. The biology program also requires that students have one year of college-level biology.

Fall 2002 Biology Program

Russell Johnson, Colby College, Director

Biology of Tropical Plants. Mr. Johnson.

Covers the basic principles of plant physiology, development, and ecology with a special emphasis on tropical systems. Include lectures, discussion, and student presentations on such topics as photosynthesis, nitrogen fixation, mineral nutrition, plant growth and development, and reproduction. Also considers the relationships of tropical plants to other organisms, such as symbiotic and pathogenic microorganisms, and animal pollinators and herbivores. These topics are discussed in the context of both native tropical plants and of cultivated plants important for tropical agriculture. Methods such as hypothesis formulation and testing, experimental design, statistical analysis, graphics, and seminars are an important part of the course. Concentrated at the outset to prepare students for independent research (see following course). Even when based in Quito, there are opportunities to illustrate classroom concepts through local field trips. At the end of the semester, concepts and methods presented are reevaluated in light of the experience gained through independent research projects.

Tropical Plant Biology: Independent Research Project. Mr. Johnson.

Students work independently or in small groups to explore specific questions in tropical biology, in consultation with the instructor and local scientists. Although some work is done in Quito, much of the independent study project is carried out in the field at biological study sites. The guiding philosophy behind the independent study is to begin the semester with one or two short-term research projects focused on discrete questions. Students then choose and carry out a final long-term research project. Students are expected to write up independent research projects in the format of papers for a scientific journal and be prepared to present the research results to their peers.

Flora and Ethnobotany of Ecuador. Program Staff.

Introduces the diversity of plant species and communities of Ecuador and the importance of these plants to Ecuadorian culture. Identification of species and families of plants that are important to the Ecuadorian flora. Traditional as well as current uses of native plant species as foods, medicines, building materials or for other cultural or economic purposes are examined. Biogeography of the Ecuadorian flora, as well as the environmental threats that exist for native plant communities, are also emphasized. Techniques of plant collection and preparation of herbarium specimens are integrated into the field portions of the course.

Fall 2002 History Program

Lilian Guerra, Bates College, Director

Culture, Identity, and Society: A History of Ecuador, 1530–Present. Ms. Guerra.

Spends approximately three weeks on the colonial period and the rest of the semester on the study of the social and political history of the nineteenth and twentieth centuries. As part of the colonial unit, several walking tours of the city's oldest neighborhoods are taken, observing and discussing how the architecture of mansions, government buildings, libraries and churches of the colonial elite reflect colonial values and ideologies of conquest. Closer to the contemporary era, one assignment requires students to pair up and take their own walking tours through the most modern parts of Quito, with the same objective: to understand how ideological messages about the power, prestige, and authority of Ecuador's political and economic elites are mirrored in different but related ways in the buildings, stores, and residences they inhabit. Observing how history embeds itself into the everyday lives of Ecuadorians is a major goal.

Contemporary Indigenous Movements of Ecuador. Mr. Coloma, Quito Faculty.

Explores the politics, perspectives, and objectives of a variety of indigenous organizations and activists that have emerged to challenge the political status quo in Ecuador over the last decade. Conducted in Spanish, highlights include personal interactions with indigenous leaders who are engaged in the struggle for greater civil rights for indigenous Ecuadorians, alternative policies for economic development, and issues of environmental justice.

Independent Study in Issues of Development and Social Justice. Ms. Guerra.

Students choose to do volunteer work with a group of fourteen different organizations that focus on everything from the rehabilitation of teenage sex workers to soup kitchens for the homeless, with a two-fold purpose: to facilitate students' immersion into the Spanish language, and to provide students with an intimate, personal understanding of the economic and social challenges that the majority of Ecuadorians face every day. Requirements include keeping a personal journal, submission of weekly "field reports" to the instructor on the nature of the work being done, and a creative final project based on interviews with the organizations' workers and clients that reflects the depth of the experience.

Spanish Language. Program Staff.

All students are required to take one Spanish language course while on the program, unless they can demonstrate fluency in the language, in which case a Spanish literature course is substituted. Spanish language skills are tested upon students arrival in Quito.

Computer Science

Professor	*Associate Professor*	*Assistant Professors*
Allen B. Tucker, Jr., *Chair*	David K. Garnick*	Eric L. Chown Stephen M. Majercik *Department Coordinator* Suzanne M. Theberge

Requirements for the Major in Computer Science

The major consists of nine computer science courses and two mathematics courses (**Mathematics 161** and either **200** or **228**), for a total of eleven courses. The computer science major consists of an introductory course (one of **Computer Science 101,** last offered in academic year 2000-2001, **103, 105,** or **107**), five intermediate "core" courses (**Computer Science 210, 220, 231, 250,** and **289**), and three elective courses (i.e., any computer science courses numbered 300 or above). Depending on individual interests, **Computer Science 291–294** or **401–404** (Independent Study) may be used to fulfill one of these elective requirements.

Requirements for the Minor in Computer Science

The minor consists of five courses, a 100-level computer science course, **Computer Science 210,** and any three courses numbered 200 or above. **Mathematics 200** or **228** can be applied to the minor if it is a prerequisite for any other course taken for the minor.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 177.

Introductory Courses

The department offers three introductory courses. Each provides an introduction to computer science and problem solving. Students develop programs to create graphics, manipulate text, and perform numerical calculations. These courses are open to all students and do not assume any prior programming experience. All three courses cover the same conceptual material and provide a good background for further study in computer science. Each course uses different application areas to serve as the basis for laboratory exercises, which are all carried out in the programming language Java. Students are not permitted to take more than one of these courses for credit. At least one introductory computer science course is offered each semester.

103a. Introduction to Scientific Computing. Fall 2003. Spring 2004. Mr. Garnick.

Some laboratory exercises focus on scientific applications; this course may be of special interest to students seeking to complement studies in the natural sciences and mathematics.

105a. Introduction to Computing and the Web. Fall 2002. Spring 2003. Mr. Tucker.

Some laboratory exercises focus on contemporary computing applications based on web technology, including applets and html.

107a. Introduction to Computer Science. Fall 2002. Spring 2003. Mr. Majercik.

Laboratory exercises are based on a broad range of applications from computer science, such as artificial intelligence, cryptography, and logic.

Intermediate and Advanced Courses

210a. Data Structures. Every semester. Mr. Chown.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. This course is a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises provide an opportunity to design and implement these structures.

Prerequisite: **Computer Science 101, 103, 105,** or **107.**

220a. Computer Organization. Every fall. Mr. Tucker.

Computer systems are organized as multiple layers. Each layer provides a more sophisticated abstraction than the layer upon which it rests. This course examines system design at the digital logic, machine language, and assembly language layers of computer organization. The goal of the course is to understand how it is possible for hardware to carry out software instructions. Laboratory work familiarizes students with a particular machine through assembly-language programming and the use of logic design techniques to study the behavior of basic machine components.

Prerequisite: **Computer Science 101, 103, 105,** or **107.**

231a. Algorithms. Every fall. Mr. Majercik.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems. (Same as **Mathematics 231.**)

Prerequisites: **Computer Science 210** and **Mathematics 200** or **228,** or permission of the instructor.

250a. Principles of Programming Languages. Every spring. Mr. Tucker.

Focuses on different paradigms for solving problems, and their representation in programming languages. These paradigms correspond to distinct ways of thinking about problems. For example, "functional" languages (such as LISP) focus attention on the behavioral aspects of the real-world phenomena being modeled; "object-oriented" languages (such as C++ and Java) focus attention on the objects being modeled and the interactions that occur among them. Covers principles of language design and implementation including syntax, semantics, data abstraction, control structures, and compilers.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228.** The mathematics course may be taken concurrently.

289a. Theory of Computation. Every spring. Mr. Chown.

What is computation? This course studies this question, and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems. (Same as **Mathematics 289.**)

Prerequisite: **Mathematics 200** or **228,** or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

325a. Cryptography and Network Security. Spring 2005. Mr. Majercik.

The smooth functioning of society increasingly depends on the flow of information through computer networks. Problems of privacy, authenticity, and security of information are increasingly important, and cryptography is essential in addressing these issues. Covers cryptographic techniques and their application in network security, including mathematics of cryptography, algorithms, computational issues in cryptography, security systems, and social and political issues surrounding cryptography and security.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228**.

340a. Computer Graphics. Spring 2004. Mr. Garnick.

Examines the abstract representation and manipulation of objects in two and three dimensions. Covers formal and applied methods for treating form, perspective, and color. Students design and implement interactive graphical models.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228.**

355a. Cognitive Architecture. Fall 2002. Mr. Chown.

Advances in computer science, psychology, and neuroscience have shown that humans process information in ways that are very different than computers. Explores the architecture and mechanisms that the human brain uses to process information. In many cases, these mechanisms are contrasted with their counterparts in traditional computer design. A central focus is to discern when the human cognitive architecture works well, when it performs poorly, and why. This is a conceptually-oriented course that draws ideas from computer science, psychology, and neuroscience. No programming experience necessary.

Prerequisite: **Computer Science 220, 231,** or **250,** or **Psychology 270** or **271,** or **Biology 214** or **253**.

370a. Artificial Intelligence. Fall 2003. Mr. Chown.

Explores the principles and techniques involved in programming computers to do tasks that would require intelligence if people did them. State-space and heuristic search techniques, logic and other knowledge representations, reinforcement neural network learning, and other approaches are applied to a variety of problems.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228**, or permission of the instructor.

375a. Optimization and Uncertainty. Spring 2003. Mr. Majercik.

Optimization problems and coping with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. Examples of this approach are belief networks and Markov decision processes. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Explores artificial intelligence from the numeric perspective: constraint satisfaction, combinatorial optimization, function approximation, probabilistic inference, and control. Also looks at applications such as robotics.

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228.**

[380a. Advanced Projects.]

401a–404a. Advanced Independent Study and Honors. The Department.

Economics

Professors
John M. Fitzgerald
Jonathan P. Goldstein, *Chair*
David J. Vail*

Associate Professors
Rachel Ex Connelly
Gregory P. DeCoster
Deborah S. DeGraff
C. Michael Jones**
B. Zorina Khan

Assistant Professors
Dorothea K. Herreiner
Guillermo Herrera
Visiting Instructor
James A. Hornsten
Department Coordinator
Elizabeth H. Palmer

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., financial markets, corporations, government agencies, labor unions), and current policy issues (e.g., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, or public administration.

Requirements for the Major in Economics

The major consists of three core courses (**Economics 255, 256,** and **257**), two advanced topics courses numbered in the 300s, and two additional courses in economics numbered 200 or above. Because **Economics 101** is a prerequisite for **Economics 102,** and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have some combination of **Economics 255, 256,** and **257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C or better must be earned in a course.

All prospective majors and minors are strongly encouraged to complete **Mathematics 161,** or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 222**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316.** The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316.** Students should consult the Economics Department about other mathematics courses that are essential for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 180.

Requirements for the Minor in Economics

The minor consists of **Economics 255** or **256,** and any two additional courses numbered 200 or above.

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

[13b. Economics of Justice and Fairness.]

14b. The Economics of Art. Spring 2003. Ms. Herreiner.

Introductory, Intermediate, and Advanced Courses

100b. Introduction to the Economy. Fall 2002 and Spring 2003. Mr. DeCoster and Mr. Hornsten.

A non-technical introduction to the operation of modern economies, with a focus on the United States. Emphasis is on using a small number of fundamental concepts to clarify how economies function, to provide a foundation for informed evaluation of contemporary economic debates, and to illustrate how economic reasoning can provide an illuminating perspective on current societal issues. Topics include incentives, decision-making, and markets as a means of allocating resources; characteristics of market allocation; history of United States economic performance; fundamental macroeconomic relationships; the role of government in the economy, including discussion of policies relating to economic growth, inflation, unemployment, the environment, energy, international trade, globalization, poverty, and inequality. Appropriate for all students, but intended for non-majors. Does not satisfy the prerequisites for any other course in the Economics department.

101b. Principles of Microeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102.**

102b. Principles of Macroeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101.**

207b. The International Economy. Fall 2003 or Spring 2004. Mr. Jones.

Explores how international trade, and the policies a nation uses to influence its trade, affect welfare at home and abroad. Central topics are classical and modern theories of the gains from trade; the determinants of the trade patterns we observe; the types and impacts of protectionist policies; the role of increased globalization on a nation's competitiveness and its distribution of income; the political economy of protectionism at the national, regional (NAFTA), and international (WTO) levels; and the experience with the use of trade policies to influence development and growth.

Prerequisite: **Economics 101.**

208b. American Economic History. Spring 2003. Ms. Khan.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of U.S. economic growth. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions. Not open to students who have taken **Economics 238.**

Prerequisites: **Economics 101** and **102.**

210b. Economics of the Public Sector. Spring 2003. Mr. Fitzgerald.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have taken **Economics 310.**

Prerequisite: **Economics 101.**

211b. Poverty and Redistribution. Fall 2002. Mr. Fitzgerald.

Examines the causes and consequences of poverty and inequality in the United States and analyzes policy responses. Topics include: social welfare theory, poverty measurement, discrimination, rising wage inequality, the working poor, and consequences of poverty for families and subsequent generations. A substantial part of the course focuses on benefit-cost analysis and experimental and non-experimental evaluations of current policy, including welfare reform, education and training, and employment programs. Makes limited use of comparisons to other countries.

Prerequisite: **Economics 101.**

212b. Labor and Human Resource Economics. Fall 2003 or Spring 2004. Ms. Connelly.

A study of labor market structure and its performance, with special emphasis on human resource policies, human capital formation, and models of discrimination in the labor market.

Prerequisite: **Economics 101.**

216b. Industrial Organization. Fall 2002. Ms. Herrbeiner.

A study of the organization of firms, their strategic interaction and the role of information in competitive markets, and related policy issues such as antitrust. Introduces basic game-theoretic tools commonly used in models of industrial organization. Features industry sector analyses and classroom applications.

Prerequisite: **Economics 101** or permission of the instructor.

218b. Environmental Economics and Policy. Fall 2003. Mr. Vail.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and behavioral norms are investigated as causes of air, water, and solid waste pollution. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and methods for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based instruments (e.g., pollution taxes); the evolution from piecemeal regulation to comprehensive "green plans" (e.g., in the Netherlands); and connections among air pollution, energy systems, and global climate change. (Same as **Environmental Studies 218.**)

Prerequisite: **Economics 101.**

219b,d. Underdevelopment and Strategies for Sustainable Development in Poor Countries. Spring 2003. Mr. Vail.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, population growth, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include global economic integration and environmental sustainability. (Same as **Environmental Studies 220.**)

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

[221b. Marxian Political Economy.]

228b. Natural Resource Economics and Policy. Fall 2002. Mr. Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (e.g., minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Environmental Studies 228.**)

Prerequisite: **Economics 101.**

[229b. Corporate Finance.]

[236b. Economics of Health Care.]

238b. Economic History of American Enterprise. Spring 2004. Ms. Khan.

Presents an economic analysis of innovation in firms and markets during the course of American economic development. Central themes include changes in the role of institutions, such as the factory system and large corporations, relative to market transactions. The first part of the course considers specific issues in the organization of the firm, finance, and technology during the nineteenth century. The second part examines more contemporary questions bearing on the productivity and competitiveness of American enterprise. Not open to students who have taken **Economics 208.**

Prerequisite: **Economics 101** and **102.**

[244b. Urban Economics.]

255b. Microeconomics. Every semester. The Department.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisites: **Economics 101** and **102.** Elementary calculus will be used.

256b. Macroeconomics. Every semester. The Department.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisites: **Economics 101** and **102.** Elementary calculus will be used.

257b. Economic Statistics. Every semester. The Department.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed.

Prerequisites: **Economics 101** and **102.** Elementary calculus will be used.

291b–294b. Intermediate Independent Study. The Department.

Courses numbered above 300 are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to 18 students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

301b. The Economics of the Family. Spring 2003. Ms. Connelly.

Microeconomic analysis of the family, its roles, and its related institutions. Topics include marriage, fertility, labor supply, divorce, and the family as an economic organization.

Prerequisite: **Economics 255** and **257,** or permission of the instructor.

302b. Business Cycles. Fall 2003 or Spring 2004. Mr. Goldstein.

A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, NBER analysis of cycles, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles.

Prerequisite: **Economics 256** or permission of the instructor.

308b. Advanced International Trade. Fall 2002. Mr. Jones.

The study of international trade in goods and capital. Theoretical models are developed to explain the pattern of trade and the gains from trade in competitive and imperfectly competitive world markets. This theory is then applied to issues in commercial policy, such as free trade versus protection, regional integration, the WTO and trade liberalization, foreign direct investment, LDC debt, and the changing comparative advantage of the United States.

Prerequisite: **Economics 255** or permission of the instructor.

309b. Financial Economics. Fall 2002. Mr. DeCoster.

Advanced study of financial economics. Topics include portfolio theory and asset pricing models; financial market volatility and the efficient markets hypothesis; options and futures.

Prerequisites. **Economics 255, Mathematics 161** and **Economics 257,** or **Mathematics 265,** or permission of the instructor.

310b. Advanced Public Economics. Fall 2003 or Spring 2004. Mr. Fitzgerald.

A survey of theoretical and empirical evaluations of government activities in the economy, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized. Not open to students who have taken **Economics 210**.

Prerequisites: **Economics 255** and **257**, or permission of the instructor.

316b. Econometrics. Fall 2002. Mr. Fitzgerald.

A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisites: **Economics 257** or **Mathematics 265,** and **Mathematics 161,** or permission of the instructor.

318b. Environmental and Resource Economics. Spring 2003. Mr. Herrera.

Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; benefit-cost analysis, risk-benefit assessment, and the techniques for measuring benefits and costs of policies. Not open to students who have taken **Economics 218** or **228** except by permission of the instructor. (Same as **Environmental Studies 318.**)

Prerequisites: **Economics 255** and **257.**

320b. Economics, Technology, and Progress. Spring 2004. Ms. Khan.

Technological change represents one of the most essential conditions for economic and social progress. This course examines the microeconomics of R&D, invention, innovation, and diffusion from both a theoretical and empirical perspective. Topics include the history of technology, the intellectual property system, the sources of invention and innovation, R&D joint ventures, the "information economy," and globalization. Applications range from the industrial revolution of the nineteenth century through contemporary issues such as digital technology, biotechnology and the human genome project, Silicon Valley, and the Internet.

Prerequisites: **Economics 255** and **257,** or permission of the instructor.

[321b. Ecological Economics and Sustainable Development.]

329b. Open Economy Macroeconomics. Fall 2003 or Spring 2004. Mr. Jones.

Investigates how government policies in an open economy can be used to influence employment, inflation, the balance of payments, and economic growth. Central topics are the determinants of the balance of payments, the exchange rate, and international financial flows; the channels of monetary and fiscal policies in an open economy; currencies in crisis; the history of international and regional monetary institutions and exchange rate regimes; international policy coordination; and IMF financial programs in the developing and transition economies.

Prerequisites: **Economics 256** and **257.**

340b. Law and Economics. Fall 2002. Ms. Khan.

Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. This course explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. Also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to on-line sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas.

Prerequisite: **Economics 255** or permission of the instructor.

355b. Game Theory and Strategic Behavior. Spring 2003. Ms. Herreiner.

An introduction to game theory, a theory analyzing and characterizing optimal strategic behavior. Strategic behavior takes into account other individuals' options and decisions. Such behavior is relevant in economics and business, politics, and other areas of the social sciences, where game theory is an important tool. The main game theoretic equilibrium concepts are introduced in class and applied to a variety of economics and business problems. Playing games and analyzing them constitutes a regular feature of the class. Elementary calculus and probability theory are used.

Prerequisite: **Economics 255** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors. The Department.

Education

Associate Professors
Nancy E. Jennings, *Chair*
T. Penny Martin
Lecturers
M. Lu-Gallaudet
Kathleen A. O'Connor

Visiting Lecturers
David Nyberg
Carla Rensenbrink
Director of Field Experience
M. Lu Gallaudet
Department Coordinator
Lynn A. Brettler

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The minor in education consists of four courses. Required are one 100-level course and two from **Education 203, 301**, and **303.** Note that **Psychology 101** is a prerequisite for **Education 301**, but does not count toward the minor.

Requirements for Certification to Teach in Public Secondary Schools

Because teaching in the public schools requires some form of licensure, the education department provides a sequence of courses which may lead to certification for secondary school teaching. This sequence includes the following:

1. A major in the discipline the student intends to teach, such as Spanish, biology, mathematics, or English. History and government majors are classified as social studies for certification purposes; meeting social studies requirements requires early and careful planning. Public schools rarely offer more than one course in subjects such as sociology,

philosophy, anthropology, art history, religion, or economics, so students with interests in those and similar fields should meet with department members as soon as possible to develop a program that will include those interests within a teaching field. While students' programs of study at Bowdoin need not be seriously restricted by plans to teach, majors and minors should be chosen with teaching possibilities in mind.

2. Six courses offered by the Department of Education: **Education 101**; **Education 203**; and **Education 301, 302, 303,** and **304.**

3. **Psychology 101**.

Because education is not a major at Bowdoin, students interested in teaching as a career must carefully plan the completion of course work for certification.

Note: Students may have to pass a state or national teachers' examination to become certified.

Ninth Semester Status

Students who have completed all course requirements necessary for secondary teacher certification except for student teaching (**Education 302**) and the student teaching seminar (**Education 304**), and who have graduated from Bowdoin may apply to the Department for special student status to student teach. To apply for this status, students must have graduated within the last two years; have fulfilled all subject area requirements for certification; have taken **Education 101, 203, 301,** and **303;** and be seen by the Department as prepared to teach. Students will be charged a reduced tuition fee and will be eligible for campus housing if available after regular students have been placed. Students may student teach in either the fall or spring semester. The Department reserves the right to limit participation in this program because of staffing considerations.

Requirements for Teaching in Private Schools

State certification is not usually a requirement for teaching in independent schools. Thus, there is no common specification of what an undergraduate program for future private school teachers should be. In addition to a strong major in a secondary-school teaching field, however, it is recommended that prospective teachers follow a sequence of courses similar to the one leading to public school certification.

There is a further discussion of careers in teaching on page 42.

Introductory, Intermediate, and Advanced Courses

101c. Contemporary American Education. Fall 2002. Ms. Martin, Mr. Nyberg. Spring 2003. Ms. Martin, Ms. Jennings.

Examines current educational issues in the United States and the role schools play in society. Topics include the purpose of schooling, school funding and governance, issues of race, class, and gender, school choice, and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

202c. Education and Biography. Every other year. Spring 2003. Ms. Martin.

An examination of issues in American education through biography, autobiography, and autobiographical fiction. The effects of class, race, and gender on teaching, learning, and educational institutions are seen from the viewpoint of the individual, one infrequently represented in the professional literature. Authors include Coles, McCarthy, Welty, and Wolff.

Prerequisite: **Education 101**.

203c. Educating All Children. Fall 2002. Ms. Rensenbrink. Spring 2003. Ms. Jennings.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. The course focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires two hours a week in schools.

Prerequisite: **Education 101.**

204c. Educational Policy. Fall 2002. Ms. Jennings.

An examination of educational policy-making and implementation at the federal, state, and local levels. Particular attention is paid to the relationship between policy and practice and the role practitioners play in policy-making. Policies explored in this course include those related to instructional reform, high school graduation requirements, and athletics.

Prerequisite: **Education 101.**

205c. High School. Every other year. Spring 2004. Ms. Martin.

A study of the American high school as institution and archetype. Examines the evolution of the high school from elite academy through "people's college" to universal adolescent rite of passage. Educational research, fictional and non-fictional accounts, and films about high school inform the development of ideas about the changing purposes, forms, curriculum, students, teachers, challenges, and outcomes of secondary schooling.

Prerequisite: **Education 101.**

207c,d. Perspectives on African American Education. Fall 2002. Ms. Wright.

The educational experiences of Blacks in American society have been and continue to be qualitatively distinct in terms of the nature and degree of racism, and the way racism impacts on their lives. Explores the education of African Americans from slavery through contemporary times. Divided into sections that explore concepts driven by examinations of both individual leaders (e.g., Dubois) and themes (e.g., education for liberation). (Same as **Africana Studies 207.**)

Prerequisite: **Africana Studies 101** or **102,** or **Education 101,** or permission of the instructor.

250c. Law and Education. Every other year. Fall 2003. Mr. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. This course analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped.

251c. Teaching Writing: Theory and Practice. Fall 2002. Ms. O'Connor.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection in previous spring semester by application to the Writing Project (see pages 39–40).

301c. Teaching. Fall 2002. Ms. Martin.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires three hours a week in schools.

Prerequisites: Senior standing, one Bowdoin education course, **Psychology 101**, and permission of the instructor.

302c. Student Teaching Practicum. Spring 2003. Ms. Gallaudet.

Because this final course in the student teaching sequence demands a considerable commitment of time and serious responsibilities in a local secondary school classroom, enrollment in the course requires the recommendation of the instructor of **Education 301.** Recommendation is based on performance in **Education 301,** the student's cumulative and overall academic performance at Bowdoin, and the student's good standing in the Bowdoin community. Required of all students who seek secondary public school certification, the course is also open to those with other serious interests in teaching. Grades are awarded on a Credit/Fail basis only. **Education 303 and 304 must be taken concurrently with this course.**

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203** and **301**; **Psychology 101**; and permission of the instructor.

303c. Curriculum and Instruction. Spring 2003. The Department.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components.

Prerequisite: **Education 301** or permission of the instructor.

304c. Senior Seminar: Analysis of Teaching and Learning. Spring 2003. Ms. Gallaudet.

This course is designed to accompany **Education 302,** Student Teaching Practicum, and considers theoretical and practical issues related to effective classroom instruction.

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203** and **301**; **Psychology 101**; and permission of the instructor.

291c–294c. Intermediate Independent Study.

401c–404c. Advanced Independent Study.

English

Professors
Celeste Goodridge
Marilyn Reizbaum, *Chair*
William C. Watterson*
Visiting Professor
Richard Ford

Associate Professors
David Collings†
Ann L. Kibbie
Elizabeth Muther
Assistant Professors
Aviva Briefel
Peter Coviello
Aaron W. Kitch
Patricia J. Saunders
Visiting Assistant Professors
Terri Nickel
Mark L. Phillipson

Writer-in-Residence
Anthony E. Walton†
Adjunct Assistant Professor
Peter Schilling
Department Coordinator
Cynthia E. Johnson

Requirements for the Major in English and American Literature

The major requires a minimum of ten courses. Each student must take one first-year seminar (**English 10–29**) or introductory course (**English 104–106**), either of which will serve as a prerequisite to further study in the major. At least three of the ten courses must be chosen from offerings in British and Irish literature before 1800; these courses include and are limited to the following: **English 200, 201, 202, 210, 211, 212, 220, 221, 222, 223, 230, 231, 232, 250,** and 300-level seminars explicitly identified as counting toward this requirement. Only one of these three courses may be a Shakespeare drama course. At least two of the ten courses must be chosen from offerings in literature of the Americas. These courses include and are limited to the following: **English 270, 271, 272, 273, 274, 275, 276, 277, 285, 286, 287,** and 300-level seminars explicitly identified as counting toward this requirement. Also, each student must take at least one advanced seminar (any English 300-level course). Students may, when appropriate, count an advanced seminar toward this requirement, as well as to one of the requirements listed above. The remaining courses may be selected from the foregoing and/or **English 10–29** (first-year seminars); **61–63** (Creative Writing); **104–106; 240–289; 300–399; 291–292** (independent study); and **401–402** (advanced independent study/honors). Not more than three courses may come from the department's roster of first-year seminars and 100-level courses; not more than one creative writing course will count toward the major. One upper-level course in film studies may be counted toward the major; courses in expository writing, journalism, and communication are not eligible for major credit. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and Theater. See pages 177–78.

Requirements for the Minor in English and American Literature

The minor requires five courses in the department, including one first-year seminar (**English 10–29**) or introductory course (**English 104–106**), and at least three courses numbered 200 or above. No more than one creative writing course may count toward the minor, and no courses in expository writing, film, communication, or journalism will count.

First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The first-year English seminars are numbered 10–19 in the fall; 20–29 in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to sixteen students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of first-year seminars, see pages 134–43.

10c. The Canonical Cannibal. Fall 2002. Mr. Kitch.

11c,d. The Harlem Renaissance. Fall 2002. Mr. Coviello.
(Same as **Africana Studies 11.**)

12c. Gods and Monsters. Fall 2002. Ms. Kibbie.

13c,d. Introduction to Caribbean Literature. Fall 2002. Ms. Saunders.
(Same as **Africana Studies 13.**)

14c. The 1930s: Working with Fragments. Fall 2002. Mr. Schilling.

15c. Creative Reading. Fall 2002. Mr. Phillipson.

20c. The Woman's Film. Spring 2003. Ms. Briefel.

21c. American Poetry. Spring 2003. Ms. Goodridge.

22c,d. Representation and Resistance: African American Film and Literature. Spring 2003. Ms. Muther.
(Same as **Africana Studies 21.**)

23c. Toy Stories. Spring 2003. Ms. Nickel.

24c. "Shakespeare at Sonnets." Spring 2003. Mr. Watterson.

Introductory Courses in Literature

104c.–106c. Studies in Genre.

Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. Genres include prose narrative (**English 104**), poetry (**English 105**), and drama (**English 106**). Specific content and focus of each course will vary with the instructor.

104c. Introduction to Narrative. Fall 2002. Ms. Briefel.

Explores the topic of "metanarrative," the different ways in which narratives describe themselves to their readers or viewers. Considers how novels, short stories, films, and literary criticism reflect on their individual methods of story telling, comment on their own forms and genres, and provide "instructions" on how they should be encountered or read. Readings may include works by Roland Barthes, Walter Benjamin, Alfred Hitchcock, James Weldon Johnson, Edgar Allen Poe, Manuel Puig, Arundhati Roy, Salman Rushdie, and Patricia Williams.

Spring 2003. Mr. Coviello.

The novel, it has been said, is of all literary forms the great "container." Examines the ways narrative accommodates variety and plenitude: how it makes room for multiple idioms, styles, and points of view; how it allows different voices to speak in colloquy; how it transforms unjoined fragments into stories. Authors may include James, Freud, Toomer, Woolf, Faulkner, Nabokov, and Pynchon.

105c. Introduction to Poetry. Spring 2003. Ms. Reizbaum.

An examination of how to read a poem and how the poem is made. Includes the study of poetic form(s) and cultural and aesthetic contexts. Focuses on the modern poem in English and English translation from diverse poetic traditions, considering in particular the challenges to generic boundaries provided by the twentieth century.

106c. Introduction to Drama. Fall 2002. Ms. Nickel.

Explores the history and variety of dramatic forms with particular attention to the social contexts and cultural functions of dramatic performances. Works to be studied include selected Mystery Cycle dramas, scenarios from the *Commedia dell'Arte*, plays by Aeschylus, Shakespeare, Molière, Etherege, Sheridan, Synge, Yeats, Ibsen, Wilde, Williams, and Pirandello. Reading of the plays will be supplemented by selections from dramatic theory, actor biographies, and non-fictional texts contemporaneous to the dramas. (Same as **Theater 106**.)

Courses in Composition and Creative Writing

60c. English Composition. Fall 2002. Ms. Reizbaum. Spring 2003. Ms. Kibbie.

Practice in analytic and critical writing, with special attention to drafting and revision of student essays. Assignment sequences allow students to engage a variety of modes and topics that build toward the developed expository essay. Practice in grammar as well. Does not count toward the major or minor in English.

61c. Creative Writing: Poetry I. Fall 2003. Mr. Walton.

Intensive study of the writing of poetry through the workshop method. Students are expected to write in free verse, in form, and to read deeply from an assigned list of poets.

Prerequisite: Permission of the instructor.

[62c. Creative Writing: Poetry II.]

64c. Creative Writing: Making Stories, Not Telling Them. Spring 2003. Mr. Ford.

Dedicated to reading and writing short fiction. Conducted as a workshop concentrating each day on students' stories submitted to the class, although considerable attention is devoted to discussing stories assigned from an anthology. Goals are to improve students' writing abilities by developing reading skills; by developing a vocabulary for describing and an aesthetic for assessing the quality of a piece of fiction; and by developing practical disciplines and strategies for revision and reassessment of one's own work. Students are expected to present to the class and finish three pieces of fiction during the semester. Prior experience in writing fiction is assumed. Enrollment limited to 12 students.

Prerequisite: Permission of the instructor. Students are chosen on the basis of a short writing sample to be submitted to the English department office by Monday, November 18. Writing sample should be no more than five pages of fiction, typed and double-spaced.

Advanced Courses in English and American Literature

[201c. Chaucer.]

[202c. Topics in Middle English Literature.]

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2003. Mr. Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **Theater 210.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2003. Mr. Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **Theater 211.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

[212c. Shakespeare's History Plays.]

220c. English Literature of the Early Renaissance. Every other year. Fall 2002. Mr. Kitch.

An introduction to the major poetry, prose, and drama of Tudor England (1485-1603), exploring the literary effects of continental humanism and the English reformation, as well as key innovations in prosodic form and performance technique in the period. Readings include John Skelton, Thomas More, Thomas Wyatt, Queen Elizabeth I, John Lyly, Edmund Spenser, Philip Sidney, Christopher Marlowe, and William Shakespeare.

Prerequisite: One first-year seminar or 100-level course in the English department.

221c. English Literature of the Late Renaissance. Every other year. Spring 2003. Mr. Kitch.

An introduction to the major poetry, prose, and drama of Stuart England (1603-1688), with attention to the generic expansion, the rise of scientific experimentation, the effects of political division, and the emergence of new debates about gender in the period. Readings include John Donne, Ben Jonson, George Herbert, Francis Bacon, Aemilia Lanyer, Robert Burton, Andrew Marvell, John Milton, and Aphra Behn.

Prerequisite: One first-year seminar or 100-level course in the English department.

222c. Milton. Every other year. Fall 2003. Ms. Kibbie.

A critical study of his chief writings in poetry and prose.

Prerequisite: One first-year seminar or 100-level course in the English department.

[223c. Renaissance Drama.]

230c. Restoration and Eighteenth-Century Drama. Every other year. Fall 2002. Ms. Kibbie.

Study of English drama from 1660 to the end of the eighteenth century focusing on a variety of dramatic modes, including Restoration comedy, heroic tragedy, "she-tragedy," and sentimental comedy. Authors may include Wycherley, Etherege, Behn, Congreve, Shadwell, Dryden, Rowe, Otway, Centlivre, Inchbald, Addison, Steele, Sheridan, and Goldsmith. (Same as **Theater 230.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

231c. Poetry and Prose of the Restoration and Eighteenth Century. Every other year. Spring 2003. Ms. Kibbie.

An overview of Restoration and eighteenth-century poetry, non-fiction prose, and prose satire. Major poets include Rochester, Dryden, Pope, Swift, Gay, and Gray; units focus on the pastoral and mock-pastoral, the mock-epic, and the Graveyard Poets. Major prose writers include Addison, Steele, Swift, and Johnson. *Note:* Because **English 250** is devoted to the novels of this period, no novels are read in this course.

Prerequisite: One first-year seminar or 100-level course in the English department.

[240c. English Romanticism I: Radical Sensibility.]

[241c. English Romanticism II: The Regency.]

242c. The Romantic Audience. Spring 2003. Mr. Phillipson.

"The Wedding-Guest sat on a stone, / He cannot choose but hear..." A survey of British romantic poets that emphasizes their wildly various responses to upheavals in printing and marketing practices. Traces how some romantics anxiously try to define their audience, while others find freedom in the unpredictability of address. Lines up fantasies of transmission (such as oral performance, discovered inscription, voyeuristic interception, natural reemergence, supernatural enthrallment, graveside tribute) against actual publication histories. Poets include Blake, Robinson, William Wordsworth, Dorothy Wordsworth, Coleridge, Tighe, Byron, Caroline Lamb, Keats, Shelley, Clare, Hemans, Landon, and Elizabeth Browning.

Prerequisite: One first-year seminar or 100-level course in the English department.

243c. Victorian Genders. Every other year. Spring 2003. Ms. Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **Women's Studies 244.**)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

[244c. Topics in Victorian Literature and Culture.]

250c. Topics in the Eighteenth-Century Novel. Every other year. Spring 2004. Ms. Kibbie.

An introduction to English prose fiction of the eighteenth century through the examination of a specific topic shared by a variety of canonical and non-canonical texts.

Prerequisite: One first-year seminar or 100-level course in the English department.

[251c. The Culture of Gothic.]

[252c. The Victorian Novel.]

262c. Drama and Performance in the Twentieth Century. Every other year. Fall 2002. Ms. Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Moliere's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with an eye to the cultural and sexual politics attending all of these categories. (Same as **Theater 262** and **Women's Studies 262.**)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

263c. Modern British Literatures. Every other year. Fall 2003. Ms. Reizbaum.

Examines a century of significant writing in the "British Isles" or "United Kingdom" and investigates the national, political, and literary critical shifts in the creation and representation of these literatures. Includes all genres and cuts across national, cultural, and period boundaries. Likely topics include the Great War and "Englishness" (Wilfred Owen, Ezra Pound, Pat Barker), canonic and non-canonic modernisms (T. S. Eliot, Virginia Woolf, James Joyce, Djuna Barnes, Jean Rhys), and the colonial and post-colonial (E.M. Forster, Hanif Kureishi; films by Danny Boyle, Neil Jordan). (Same as **Women's Studies 263**.)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

[264c. Modern Irish Literature.]

270c. Early American Literature. Every other year. Fall 2002. Mr. Coviello.

A study of the writing produced in colonial, revolutionary, and post-revolutionary America. Prominent concerns are the Puritan covenant, nationalism, democracy and consensus, revolutionary rupture, and the evolving social meanings of gender and of race. Readings may include Bradstreet, Edwards, Franklin, Wheatley, Brockden Brown, Irving, and Cooper.

Prerequisite: One first-year seminar or 100-level course in the English department.

271c. The American Renaissance. Every other year. Spring 2003. Mr. Coviello.

Considers the extraordinary quickening of American writing in the years before the Civil War. Of central concern are the different visions of "America" these texts propose. Authors may include Emerson, Poe, Douglass, Hawthorne, Jacobs, Melville, Stowe, Dickinson, and Whitman.

Prerequisite: One first-year seminar or 100-level course in the English department.

272c. Topics in Twentieth-Century American Literature: Literature and Culture Between the Wars. Fall 2002. Ms. Goodridge.

Examining literature in conjunction with film, photography, and visual art, focuses on how this material subverts and reflects the dominant ideologies of the period. Authors may include Wharton, Cather, Hemingway, Fitzgerald, Nella Larson, Marianne Moore, Wallace Stevens, Elizabeth Bishop, McCullers, and Agee.

Prerequisite: One first-year seminar or 100-level course in the English department.

[274c. Twentieth-Century American Poetry.]

275c,d. African American Fiction: Counterhistories. Every year. Fall 2002. Ms. Muther.

Novels, short stories, and personal histories since 1850. Focuses on strategies of cultural survival as mapped in narrative form—with a special interest in framing structures and trickster storytellers, alternative temporalities, and double-voicing. Authors include Douglass, Brown, Jacobs, Chesnutt, Dunbar, Hurston, West, Wright, Morrison, Bambara, Meriwether, Gaines, Wideman, Walker, and Butler. (Same as **Africana Studies 275.**)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or women's studies.

276c,d. African American Poetry. Every other year. Spring 2003. Ms. Muther.

African American poetry as countermemory—from Wheatley to the present—with a focus on oral sources and productive communities. Special emphasis on the twentieth century: dialect and masking; the Harlem Renaissance; Brown, Hayden, and Brooks at mid-century; the Black Arts movement; and contemporary voices. (Same as **Africana Studies 276.**)

Prerequisite: One first-year seminar or 100-level course in English, Africana studies, or women's studies.

277c,d. Topics in Nineteenth-Century American Literature. Every other year. Spring 2004. Mr. Coviello.

An investigation of one movement or nexus of ideas in the evolution of American literary endeavor. Among the possible themes are African American narrative; realism, literature of the reconstruction; women's writing; and the development of an American poetic idiom. Readings are likely to include some constellation of the following: James, Gilman, Harper, Booker T. Washington, Norris, Wharton, Robinson, and Du Bois.

Prerequisite: One first-year seminar or 100-level course in the English department.

282c. Introduction to Literary and Cultural Theory. Every other year. Spring 2003. Ms. Goodridge.

Applying theoretical approaches to the interpretation of literature, the course considers the theory and practice of deconstruction, feminist, psychoanalytic, and Marxist readings. The influence of gay and lesbian theory, cultural studies, and post-colonial studies on the study of literature and popular culture is also examined. Authors may include Hawthorne, Melville, Constance Fenimore Woolson, and James.

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

[283c. Topics in Literary and Cultural Theory.]

285c,d. Caribbean Women's Literature. Spring 2003. Ms. Saunders.

Examines contemporary writing (poetry, novels, and essays) by Caribbean women writing from the Caribbean, Canada, Europe, and the United States through critical approaches that consider the extent to which Caribbean women are representing their cultural identities against colonial and national traditions that have denied their historical presence and constructed them as silent subjects. Writers include Erna Brodber, Olive Senior, Dionne Brand, Marlene Nourbese-Philip, and Jamaica Kincaid. (Same as **Africana Studies 285** and **Women's Studies 285**.)

Prerequisite: One first-year seminar or 100-level course in Africana studies, English, or women's studies.

286c,d. The Empire Writes Back: Revising the Canon of Colonial Narratives. Every other year. Spring 2004. Ms. Saunders.

Explores responses to and revisions of canonical colonial narratives in the wake of post-independence in the Americas. Students are asked to discuss the relevance of these revisions on our understanding of history as a cultural production, one that is constantly being contested and revised. Texts include Daniel Defoe's *Robinson Crusoe*, J. M. Coetzee's *Foe*, William Shakespeare's *The Tempest*, Aimé Césaire's *A Tempest*, Jean Rhys's *Wide Sargasso Sea*, and Walter Benjamin's "Theses on the Philosophy of History." (Same as **Africana Studies 286.**)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies.

287c,d. Caribbean Popular Culture: Narrative, Nationalism, and Identity. Fall 2002. Ms. Saunders.

Introduces the complex relationships between politics, popular culture, and literature in the Caribbean region. Examines bridges between national identity and Caribbean popular culture. Engages a variety of disciplines, ranging from political science, international relations, gender and development, to the creative and festival arts. Explores how the "writer" and the "artist" represent, influence, and transform these debates through their respective crafts. Authors include Earl Lovelace, Nalo Hopkinson, Beenie Man, Bounty Killer, Arjun Appadurai, David Rudder, C.L.R. James, and Paul Gilroy. (Same as **Africana Studies 287**.)

Prerequisite: One first-year seminar or 100-level course in English or Africana studies .

310c–350c. Advanced Literary Study. Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

326c. The Horror Film in Context. Fall 2002. Ms. Briefel.

Examines the genre of the horror film in a range of cultural, theoretical, and literary contexts. Considers the ways in which these films represent violence, fear, and paranoia; their creation of categories of gender, class, race, and sexuality; and their participation in such major literary and cinematic genres as the Gothic, parody, and the family drama. Texts may include works by Wes Craven, David Cronenberg, Sean Cunningham, Brian De Palma, Sigmund Freud, Alfred Hitchcock, E.T.A. Hoffmann, Julia Kristeva, Edgar Allan Poe, Roman Polanski, George Romero, and Bernard Rose. (Same as **Women's Studies 328.**)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

328c. Joyce-ana. Spring 2003. Ms. Reizbaum.

An examination of James Joyce as artist, critical model, theoretical subject, and fetish. Readings of most of Joyce's work—*Dubliners, Exiles, Giacomo Joyce,* and *Ulysses*—including writing that has contributed to the critical mystique (e.g., essays by Oliver St. John Gogarty, T. S. Eliot, Virginia Woolf, Jacques Derrida, Julia Kristeva, Seamus Heaney, Eavan Boland, and Umberto Eco.)

Prerequisite: One first-year seminar or 100-level course in the English department.

333c. Sex and Desire in American Poetry. Fall 2002. Ms. Goodridge.

Examines the aesthetics of seduction, desire, voyeurism, disclosure, and disguise in a range of poetic projects. Authors may include Whitman, Dickinson, Williams, Stevens, Bishop, Merrill, Glück, and Doty. This course satisfies the department's requirement for courses in literature of the Americas.

Prerequisite: One first-year seminar or 100-level course in the English department.

334c,d. Civil Rights and Black Power: African American Literature Since 1950. Fall 2002. Ms. Muther.

Evaluates speeches, oral histories, and journalism, as well as literary and cinematic repercussions of the non-violent civil rights and militant Black Power movements. Special emphasis on activist literary discourses, history and cultural memory, and gender politics. Extensive critical and theoretical readings. This course satisfies the English department's requirement for courses in literature of the Americas. (Same as **Africana Studies 334**.)

Prerequisite: One first-year seminar or 100-level course in Africana studies or English.

335c,d. Theaters of the Book in Renaissance England. Spring 2003. Mr. Kitch.

Investigates the historical relationship between printing and drama as modes of production in Elizabethan and Jacobean England. Examines a number of plays of this period from the perspective of the revolutionary technology of print and the history of the book as a cultural form, exploring the relationship between text and performance, quarto and folio editions, manuscript and print circulation, and the evolution of printing and drama as complementary cultural institutions. Readings include plays by Kyd, Marlowe, Shakespeare, and Jonson; primary sources on the early print industry, such as Joseph Moxon's *Mechanical Exercises;* and influential accounts of printing and literary production by authors like Marshall McLuhan, Elizabeth Eisenstein, Michel de Certeau, Roger Chartier, Peter Stallybrass, Pierre Bourdieu, and Adrian Johns. This course satisfies the department's requirement for pre-1800 courses. (Same as **Theater 335**.)

Prerequisite: One first-year seminar or 100-level course in the English department.

336c,d. Culture and Value in the Age of Globalism. Spring 2003. Ms. Saunders.

Examines the concept of "culture" as an important commodity in the context of globalization. Considers these questions: What is globalism? What is the role of culture in the global marketplace? How has globalization affected definitions of culture and cultural values? Has globalization created opportunities for reconceptualizing commodities (to include violence, illegal drugs, human beings) and (informal and formal) economies? Are cultural values necessarily opposed to market values? Or, do market values now determine cultural values? Texts will range from literary texts and music recordings to body art, films, music videos, and newspaper advertisements.

Prerequisite: One first-year seminar or 100-level course in the English department.

360c. Playwriting. Alternate years. Fall 2002. Ms. Berg.

A workshop in writing for contemporary theater. Includes introductory exercises in writing monologues, dialogue, and scenes, then moves to the writing and revising of a short play, a solo performance piece, or a staged adaptation of existing material. Students read plays and performance texts, considering how writers use speech, silence, and action; how they structure plays and performance pieces; and how they approach character and plot. (Same as **Theater 360**.)

Prerequisite: A 100-level course in theater or dance or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Environmental Studies

Administered by the Environmental Studies Committee;
DeWitt John, *Chair and Program Director*
Rosemary Armstrong, *Program Assistant*
(See committee list, page 322.)

Joint Appointments with Biology
Assistant Professor John Lichter
Visiting Instructor Lindsay Whitlow
Joint Appointment with Government
Senior Lecturer DeWitt John

Joint Appointment with History
Assistant Professor Matthew Klingle
Visiting Assistant Professor
Jill Pearlman*
Adjunct Lecturer
Anne Hayden

Requirements for the Coordinate Major in Environmental Studies (ES), Classes of 2001–2003

For students graduating in May 2003 or earlier, the major involves the completion of a departmental major and the following seven courses:

Required environmental studies courses:

1. **ES 101 Introduction to Environmental Studies,** preferably taken as a first-year student.

2. **Senior seminar:** A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. Courses currently satisfying this requirement include **ES 318, 363, 364, 365**, and courses numbered 390 and above. It is preferable to take this course during the senior year. Please check with the department for an updated list of courses satisfying this requirement.

3. **Five courses approved for environmental studies credit:** These courses are designated "Environmental Studies" or are listed at the end of this section and so designated as satisfying requirements for the coordinate major. The distribution of these five courses is as follows:

a. One course from each of the three curriculum areas: the sciences, social sciences, and arts and humanities.

b. Two elective courses: Students are urged to consider **ES 291–294** and **401–404**, intermediate and advanced independent studies, in consultation with the program.

To fulfill the major requirement, a grade of C or better must be earned in a course.

Requirements for the Coordinate Major in Environmental Studies (ES), Classes of 2004 and Beyond

For students in the Class of 2004 and beyond, the major involves the completion of a departmental major and the following courses in environmental studies (courses offered to satisfy the College's distribution requirements and the requirements of the departmental major may also be double-counted toward the ES major requirements, except as noted below):

1. **ES 101 Introduction to Environmental Studies,** preferably taken as a first-year student.
2. **ES 100 Environmental Geology and Hydrology** (same as **Geology 100**) or **ES 103 Marine Environmental Geology** (same as **Geology 103**).

3. **ES 201 Introduction to Environmental Science** (same as **Biology 158**).
4. **ES 202 Environmental Policy and Politics** (same as **Government 214**).
5. **ES 203 Environment, Culture, and the Human Experience.**
6. **Senior seminar:** A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. This course is normally taken during the senior year. Courses currently satisfying this requirement include **ES 318, 363, 364, 365,** and courses numbered 390 and above. It is preferable to take this course during the senior year. Please check with the department for an updated list of courses satisfying this requirement.
7. To fulfill the major requirement, a grade of C or better must be earned in a course (courses may be counted toward a student's departmental major and the environmental studies concentration.)
8. Beyond the core courses, students must choose a concentration (listed below):

Student-designed ES Concentration:

Students majoring in ES have the option of designing their own concentration consisting of three additional courses. Student-designed concentrations are particularly appropriate for students interested in exploring environmental issues from a cross-divisional perspective. A student must submit a self-designed concentration form (available from the department), explaining the plan of study to the program director by the first week of the first semester of the junior year, listing the three ES courses proposed, and explaining how the courses are related to the issue of interest to the student. Proposals must be approved by the program director.

Humanities and Social Science ES Concentration:

For this option, ES coordinate majors must take three courses within one of the following concentrations:

Concentration	*Courses satisfying concentration*
Environmental Economics and Policy	ES courses designated with a "b"
History, Landscape, Values, Ethics, and the Environment	ES courses designated with a "c"

Interdisciplinary ES Concentration:

This concentration expands curricular options for students interested in a more in-depth scientific study of the environment, emphasizing course work in several scientific disciplines and hands-on field- and laboratory-based experiences. Students must take **ES243 Methods in Environmental Science** and two laboratory courses from the list below, one of which must not be counted towards the requirements of the student's departmental major (check with the program for an updated list of courses satisfying this concentration):

ES/Biology 121 Plants: Ecology, Diversity, Form, and Function
ES/Biology 215 Behavioral Ecology and Population Biology
ES/Biology 219 Biology of Marine Organisms
ES/Biology 225 Community and Ecosystem Ecology
ES/Biology 280 Plant Responses to the Environment
ES/Biology 397 Advanced Winter Field Ecology
ES/Physics 255 Physical Oceanography
ES/Physics 256 Atmospheric Physics
ES/Geology 230 Geometrics

ES/Geology 260 Oceanography and Ocean History
ES/Geology 265 Geophysics
ES/Geology 270 Surface Processes and Landforms
ES/Geology 275 Hydrogeology
Chemistry 210 Chemical Analysis
Chemistry 240 Inorganic Chemistry

Introductory, Intermediate, and Advanced Courses

[81a. Physics of the Environment.]

100a. Environmental Geology and Hydrology. Every spring. Mr. Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and development of landscapes. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Geology 100.**)

101. Introduction to Environmental Studies. Every fall. Mr. John, Mr. Simon, and Mr. Whitlow.

An interdisciplinary introduction to the variety of environmental problems caused by humanity and confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems and potential responses of governments and people, an exploration of environmental issues, both global and regional, and an exploration of why societies often have such difficulty in reaching consensus on effective and equitable policies within existing political and economic institutions. Preference given to first- and second-year students. Required for ES majors.

103a. Marine Environmental Geology. Every fall. Mr. Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and estuarine sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. Two one-day weekend field excursions are required. (Same as **Geology 103.**)

121a. Plants: Ecology, Diversity, Form, and Function. Fall 2003. Mr. Logan.

A survey course on plant biology. Topics include diversity and phylogenetic relationships among major plant taxa (particularly with respect to the local flora), physiological mechanisms underlying water and nutrient acquisition and use, photosynthesis, vascular plant anatomy, and ecological principles related to plant survival and reproduction. Relevant botanical topics such as the green revolution, ethnobotany, and forest ecology are also discussed. Laboratory sessions every week. (Same as **Biology 121.**)

Prerequisite: **Biology 104.**

201a. Introduction to Environmental Science. Every spring. Mr. Whitlow.

The science of ecology deals with the distribution and abundance of organisms. As such, ecologists have been in a position to call the public's attention to environmental changes associated with human population growth and activity that have deleterious effects on natural populations and ecosystems, and that may negatively affect the quality of life for humans. Examines the fundamentals of ecology to provide a solid background in the sciences, and discusses current ecological issues and dilemmas facing society. Laboratory sessions consist of local field trips, group research, case study exercises, and discussion of current and classic scientific literature. (Same as **Biology 158.**)

Prerequisite: One of the following: **Biology 104, 105, Environmental Studies100/ Geology 100,** or **Environmental Studies103/Geology 103.**

202b. Environmental Policy and Politics. Every year. Spring 2003. Mr. John.

Examines alternative ways to protect our physical environment. Analyzes environmental policies and the regulatory regime that has developed in the United States, as well as new approaches such as free-market environmentalism, civic environmentalism, environmental justice, and sustainable development. Explores current debates over fisheries, sprawl, and climate change, as well as proposals for fundamental reform at EPA. (Same as **Government 214.**)

Prerequisite: **Environmental Studies 101.**

203b. Environment, Culture, and the Human Experience. Every year. Spring 2003. Mr. Klingle.

An interdisciplinary introduction to humanistic interpretations of nature and the environment. Students consider ideas about nature from several perspectives—including art, film, history, literature, philosophy, and religion—as they explore how human perceptions have created both sustainable and unsustainable relations with the natural world over time. Specific themes include the historical relationship between nature and culture; the influence of spiritual, intellectual, and aesthetic traditions; and the role of society and personal identity in shaping environmental thought.

Prerequisite: **Environmental Studies 101** or permission of the instructor.

[205c. *Historia Naturalis:* Society and the Environment in the Ancient Mediterranean.]

210a. Plant Physiology. Every spring. The Department.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Biology 210.**)

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

[214b. Science, Technology, and Society.]

215a. Behavioral Ecology and Population Biology. Every fall. Mr. Wheelwright.

Study of interactions between organisms and their environment. Topics include population growth and structure, processes of speciation, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize ecological concepts, techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215.**)

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

218b. Environmental Economics and Policy. Fall 2003. Mr. Vail.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and behavioral norms are investigated as causes of air, water, and solid waste pollution. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and methods for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based instruments (e.g., pollution taxes); the evolution from piecemeal regulation to comprehensive "green plans" (e.g., in the Netherlands), and connections among air pollution, energy systems, and global climate change. (Same as **Economics 218.**)

Prerequisite: **Economics 101.**

219a. Biology of Marine Organisms. Every fall. Ms. Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219.**)

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

220b,d. Underdevelopment and Strategies for Sustainable Development in Poor Countries. Spring 2003. Mr. Vail.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, population growth, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include global economic integration and environmental sustainability. (Same as **Economics 219.**)

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

221b. Environmental Sociology. Spring 2003. Mr. Bandy.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Sociology 221.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

222b. Introduction to Human Population. Fall 2003. Ms. Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Sociology 222** and **Women's Studies 224.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

225a. Community and Ecosystem Ecology. Every fall. Mr. Lichter.

Community ecology is the study of patterns in the distribution and abundance of organisms, whereas ecosystem ecology is concerned with the flow of energy and cycling of matter in communities. Explores the interactions within and among populations of plants, animals, and microorganisms, and how those interactions are regulated by the physical and chemical environment. Discusses the vast diversity of organisms, what processes maintain this biodiversity, and the relationship between biodiversity and ecosystem stability. Laboratory sessions consist of local field trips, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 225.**)

Prerequisite: **Biology 104** (Classes of '03, and '04) or **105** (Classes of '05 and '06).

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Spring 2004. Ms. Pearlman.

Evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors—geography, natural resources, politics, industrialization, transportation, planning, and architectural design—are considered as determinants of city form. Topics include the shaping of capital cities, housing parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **History 227.**)

228b. Natural Resource Economics and Policy. Fall 2002. Mr. Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (e.g., minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider other objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Economics 228.**)

Prerequisite: **Economics 101.**

230a. Geometrics. Spring 2004. The Department.

An introduction to the solution of geological and environmental problems through making and analyzing maps. The basics of surveying, geographic information systems, and the Global Positioning System are covered. A problem-based service-learning course involving work on projects in support of community partners. Extensive field work expected after spring break. (Same as **Geology 230.**)

Prerequisite: **Geology 101** or **103.**

231b,d. Native Peoples and Cultures of Arctic America. Fall 2002. Ms. Kaplan.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments. (Same as **Anthropology 231.**)

Prerequisite: **Anthropology 101** or **102.**

232c. History of the American West. Fall 2002. Mr. Klingle.

Survey of what came to be called the Western United States from the early sixteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **History 232.**)

[235c. Green Injustice: Environment and Equity in North American History.]

240b. Environmental Law. Fall 2003. The Department.

Examines critically some of the most important American environmental laws and applies them to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies. They are encouraged to examine the effectiveness of current law and consider alternative approaches

241b. Principles of Land-Use Planning. Spring 2003. The Program.

Land—how it is used, who controls it, the tension between private and public rights to it—is central to today's environmental debate. Land-use planning is inevitably part of that debate. It is a bridge between the physical environment (the land) and the social, economic, and political forces affecting that environment. The course exposes students to the physical principles of land-use planning and the legal and socioeconomic principles that underlie it.

242c. Environmental History of North America. Fall 2003. Mr. Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the impact of nature on human events. Topics include the "Columbian exchange," race and class relations, gender and labor, the role of science and technology, the influence of the westward expansion and colonialism, politics, urbanization, and the changing understandings of "nature" in North American cultures. (Same as **History 242.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

243a. Methods in Environmental Science. Spring 2003. Mr. Lichter.

Field and laboratory-centered course, using research tools of environmental scientists to assess and measure biological and chemical changes in the environment. Methods include observation, sampling design, hypothesis development, experimentation, data management and analysis, and application of results to environmental problems. Statistical analyses include both parametric and non-parametric techniques of testing hypotheses and of modeling relationships between environmental variables. Statistical power and experimental design are key concepts. Students design and conduct their own experiments, and discuss primary scientific literature. (Same as **Biology 243** and **Chemistry 215.**)

Prerequisite: **Chemistry 109** and one of the following: **Biology 105, Environmental Studies 201, Mathematics 165, Psychology 251** or **252, Economics 257** *or* an approved class in statistics. **Chemistry 225** and **Biology 105** are strongly recommended.

244c. City, Anti-City, and Utopia: The Urban Tradition in America. Spring 2005. Ms. Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **History 244.**)

247c. Maine: A Community and Environmental History. Fall 2002. Ms. McMahon.

Seminar. Examines the evolution of various Maine ecological communities—inland, hill country, and coastal. Begins with pre-colonial habitats and the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of those communities through the early twentieth century. Research projects focus on the agricultural and ecological history of two local rural properties and their surrounding neighborhoods. (Same as **History 247.**)

Prerequisite: Previous course in history or permission of the instructor.

255a. Physical Oceanography. Fall 2002. Mr. Battle.

An introduction to the oceans and the calculation of their motions, including surface and internal waves. Some attention is given to the problems of instrumentation and the techniques of measurement. (Same as **Physics 255.**)

Prerequisite: **Physics 104** or permission of the instructor.

256c,d. Environment and Society in Latin America. Spring 2004. Mr. Wells and Mr. Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **History 256.**)

257b. Environmental Archaeology. Fall 2002. Ms. Henshaw.

Explores the theoretical and methodological approaches archaeology uses to study the diverse and changing relationships between humans and the environment. Theoretical issues focus on the different ways archaeologists and cultural anthropologists define and understand the role culture plays in mediating human/environmental interactions. Drawing on ethnographic and archaeological examples, special emphasis is placed on the way humans have adapted to local environments and have been the periodic instigators of ecosystemic change, both in the past and present. Also examines how archaeological research design and survey methods can be used in conjunction with other disciplines, including biology, geology, and history, to locate sites and provide baseline information on changing landscapes through time. A significant component of the class involves hands-on field research at Bowdoin's Coastal Studies Center on Orr's Island. Students participate in mapping exercises on the property and conduct systemic surveys to document changing land use practices through time. (Same as **Anthropology 257**.)

Prerequisite: **Anthropology 102** or permission of the instructor.

258c. Environmental Ethics. Spring 2004. Mr. Simon.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Philosophy 258.**)

[259a. Atmospheric Physics.]

260a. Oceanography and Ocean History. Fall 2003. Mr. Laine.

Introduction to the water masses, circulation, chemistry, and productivity of the modern oceans. Examination of the paleontological, stratigraphic, and geochemical methods used to reconstruct these characteristics through geologic history. Brief introduction to geologic time series. (Same as **Geology 260.**)

Prerequisite: Previous course in geology or permission of the instructor.

[263b. International Environmental Policy.]

[265a. Geophysics.]

267a. Coastal Oceanography. Spring 2003. Spring 2004. Spring 2005. Mr. Laine and Instructors from Woods Hole Oceanographic Institution.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. A four- to five-day oceanographic expedition aboard a Woods Hole Oceanographic Institution vessel late in the semester is required. (Same as **Geology 267**.)

Prerequisite: **Geology 100, 101,** or **103**.

270a. Surface Processes and Landforms. Fall 2004. Mr. Lea.

Survey of the processes that shape the earth's landscapes, including streams, waves, wind, and glaciers. Equilibrium versus non-equilibrium landforms, process rates and sensitivity to change, and influence of climate and tectonism on landforms. Weekly lab emphasizes local field trips. (Same as **Geology 270**.)

Prerequisite: Previous course in geology or permission of the instructor.

275a. Hydrogeology. Spring 2003. Mr. Lea.

The interaction of water and geological materials within the hydrologic cycle, with applications to surface water and groundwater resources and quality. Qualitative and quantitative examination of such topics as precipitation, generation of stream flow, and movement of groundwater in aquifers. (Same as **Geology 275.**)

Prerequisite: Previous course in geology or permission of the instructor.

279c. Surf, Sand, and Sea: The American Coastline in Historical Perspective. Fall 2002. Ms. Chiang.

Examines the historical development of the American coastline, focusing on the Pacific Coast, with a comparative concentration on New England. Considers environmental changes on the coast, the coast as a zone for social and cultural activities, and Americans' shifting perceptions of and attitudes toward their shorelines. Topics include European exploration, Native American-white relations, immigration, labor, fisheries and whaling, scientific research, political management, tourism and amusements, beach and surfer culture, and the coastline in American popular culture. Extensive readings, weekly discussions, and papers based upon primary and secondary documents, literature, and films. (Same as **History 279**.)

280a. Plant Responses to the Environment. Fall 2002. Mr. Logan.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature and a text facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Biology 280.**)

Prerequisite: **Biology 210.**

318b. Environmental and Resource Economics. Spring 2003. Mr. Herrera.

Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; benefit-cost analysis, risk-benefit assessment, and the techniques for measuring benefits and costs of policies. Not open to students who have taken **Environmental Studies 218** or **228** except by permission of the instructor. (Same as **Economics 318.**)

Prerequisites: **Economics 255** and **257.**

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2003. Mr. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the ES senior seminar requirement. (Same as **Government 363.**)

Prerequisite: **Government 260, 261,** or **263,** or permission of the instructor.

364b. Environmental Politics and Policy in Maine. Every spring. Mr. John.

Intensive study of environmental issues in Maine, with comparisons to similar situations in other parts of the world. Addresses issues of sprawling patterns of development, marine resources, forest management, recreation, environmental justice, and others; addressing scientific, cultural, and economic aspects of environmental issues, as well as policy and politics. Students conduct field work on specific topics of interest. (Same as **Government 262.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

365c. Picturing Nature. Fall 2002. Ms. Docherty.

Examines images of American nature from the age of discovery to the present day. Views of nature as wilderness, landscape, and environment are studied in historical context. Students work with original paintings, prints, and photographs in the Bowdoin College Museum of Art and special collections. (Same as **Art History 365**.)

Prerequisite: **Art History 101** or **Environmental Studies 101**, or permission of the instructor.

391a,b. Seminar in Environmental Studies: The Gulf of Maine. Every fall. Ms. Hayden and Mr. John.

Around the world and in the Gulf of Maine, overfishing and pollution are putting marine ecosystems and coastal communities under great stress. An interdisciplinary senior seminar exploring the causes and scope of pressures on the marine environment; the potential for restoring ecosystems and fisheries; political conflicts over fisheries and related issues; federal, state, and community-based approaches to managing marine ecosystems; and strategies for coping with scientific and management uncertainties.

392c. Advanced Topics in Environmental Philosophy. Fall 2002. Mr. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the relation between human well-being, the ethics of consumption and nature, environmental policy, and our obligation to future generations; ecology, social choice mechanisms, and the evaluation of environmental risk; and the relation between poverty and environmental problems. (Same as **Philosophy 392**.)

393c. Nature and Culture in the American Landscape. Fall 2003. Ms. Pearlman.

Seminar. Focuses on Americans' changing conceptions of nature as they transformed a rural nation into an industrial and largely urban nation. Topics include the agrarian myth in American history, the opening and building of the American West, and the impact of new technologies and modes of transportation on the landscape. Authors and artists include Thomas Jefferson, Ralph Waldo Emerson, Frederick Law Olmsted, Frederick Jackson Turner, Leo Marx, J. B. Jackson, and William Cronon. Students write a semester-long research paper. (Same as **History 239**.)

[394a. The Ecology and Environmental History of Merrymeeting Bay.]

397a. Advanced Winter Field Ecology. Every other spring. Spring 2004. Mr. Wheelwright.

Exploration of advanced concepts in ecology and evolutionary biology, and the natural history of plants, animals, and ecosystems in winter in Maine. The course is structured around group research projects in the field. Each week, field trips focus on a different study site, set of questions, and taxon (e.g., host specificity in wood fungi, foraging behavior of aquatic insects, estimation of mammal population densities, winter flocking behavior in birds). Students learn to identify local winter flora and fauna, to evaluate readings from the primary literature, to analyze data from field research projects, and to present their results each week in a research seminar. Field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 397**.)

Prerequisite: **Biology 215** or **225**.

398c. Reading the Metropolitan Landscape: The Modern City in History. Spring 2004. Ms. Pearlman.

Considers a range of environmental and cultural issues that have helped shape our cities and our discussion of urbanism. Considers the impact of landscape, memory, power, night, and smell on urban form through a thematic exploration of the urban built environment. Cities examined may include Chicago, Los Angeles, Mexico City, Berlin, Paris, and French colonial cities in Morocco and Indochina.

Prerequisite: Previous course in history and previous course in environmental studies, or permission of the instructor.

291–294. Intermediate Independent Study. The Program.

401–404. Advanced Independent Study and Honors. The Program.

The Art Department invites Art/Environmental Studies independent studies. Contact Mr. Cornell.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

Social Sciences

Anthropology 102b,d. Introduction to World Prehistory. Every spring. Ms. Kaplan.

Anthropology 221b. The Rise of Civilizations. Spring 2002. Ms. Shaw.

Anthropology 239b,d. Indigenous Peoples of North America. Spring 2002. Ms. Shaw.

Anthropology 256b. African Archaeology: The Roots of Humanity. Spring 2004. Mr. MacEachern.

Humanities

Art 190c. Architectural Design I. Spring 2003. Spring 2004. Mr. Glass.

Film Studies

Associate Professor
Tricia Welsch, *Chair*
Visiting Assistant Professor
José B. Capino
Department Coordinator
Daniel S. Hope

Film has emerged as one of the most important art forms of the twentieth century. Film studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

Requirements for the Minor in Film Studies

The minor consists of five courses, four of which must be courses offered by the Film Studies department. One course must come from another department's offerings, and at least one course must be at the 300 level or be an independent study. No more than two courses below the 200 level (including **Film Studies 101**) will count toward the minor. Courses in which D grades are received will not count toward the minor.

Required Courses:

Film Studies 101
Film Studies 201 or Film Studies 202
(both 201 and 202 may be counted toward the minor)

Pre-approved Courses outside the Film Studies Department:

Students may choose from the following list of courses to satisfy the requirement for a course outside the Film Studies department. A student may also petition the department to gain approval for a course not on this list. Such courses must concentrate on film for the major part of their curriculum. Students wishing to have a particular course considered toward the minor should submit supporting materials from the course (such as syllabus, reading list, and assignments) to the chair of the Film Studies department.

Asian Studies 254 Transnational Chinese Cinema
English 20 The Woman's Film
English 21 Film Noir
English 326 The Horror Film in Context
German 51 Literary Imagination and the Holocaust
German 51 Laugh and Cry!: Post World War II German Film
German 398 Cinema City: Berlin and the Movies
Music 210 Jazz on Film
Russian 20 The Great Soviet Experiment through Film
Russian 221 Soviet Worker Bees, Revolution, and Red Love in Russian Film
Spanish 327 Reading Spanish Film
Women's Studies 261 Gender, Film, and Consumer Culture

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

[10c. Cultural Difference and the Crime Film.]

15c. Mickey and Company: The History and Aesthetics of the Animated Film. Fall 2002. Mr. Capino.

Introductory, Intermediate, and Advanced Courses

101c. Film Narrative. Spring 2003. Fall 2003. Mr. Capino.

An introduction to a variety of methods used to study motion pictures, with consideration given to a variety of types of films from different countries and time periods. Techniques and strategies used to construct films, including mise-en-scène, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

201c. History of Film, 1895–1940. Fall 2003. Mr. Capino.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

202c. History of Film, 1940 to the Present. Spring 2004. Mr. Capino.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. This course also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

[222c. Images of America in Film.]

224c. The Films of Alfred Hitchcock. Fall 2002. Ms. Welsch.

Considers the films of Alfred Hitchcock from his career in British silent cinema to the Hollywood productions of the 1970s. Examines his working methods and style of visual composition, as well as consistent themes and characterizations. Of particular interest are his adaptation of Daphe DuMaurier's *Rebecca* as a way of exploring the tensions between literary sources and film, and between British and American production contexts. Ends with a brief look at Hitchcock's television career and his influence on recent film. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101, 102,** or **202**.

230c. Documentary Cinema. Fall 2002. Mr. Capino.

Introduces the different traditions of nonfiction cinema including *cinéma vérité,* reality TV, "rockumentaries," and visual ethnography. Films and videos are studied in terms of their stylistics, mode of production, historical context, and ethical implications. Attendance at weekly evening screenings is required.

260c. Experimental Film and Video. Spring 2003. Mr. Capino.

Critical introduction to experimental cinema, with particular emphasis on American *avant-garde* traditions from the 1940s to the present. Films and videos are discussed in relation to their place in the larger histories of the cinema, the visual arts, subcultures and countercultures, and modern thought. Attendance at weekly evening screenings is required.

270c. Japanese Cinema. Spring 2004. Mr. Capino.

Film scholars from the West have been captivated by Japanese cinema since the 1950s, inspiring an impressive corpus of theory and criticism oriented toward the study of what is assumed to be a fundamentally different cinematic tradition. Examines the canon of Japanese cinema as constructed and elucidated by Western scholars. Japanese film stylistics and history are discussed alongside the practices of and politics within the metacriticism of national cinemas. Attendance at weekly evening screenings is required.

[310c. Gay and Lesbian Cinema.]

[321c. German Expressionism and Its Legacy.]

322c. Film and Biography. Fall 2002. Ms. Welsch.

Explores how filmmakers have constructed public history through films professing to tell life stories of important individuals. Examines the biopic as a significant and long-lived genre, looks at issues of generic change and stability, and considers the narrative process in relation to historic events and individuals. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101, 201,** or **202.**

[333c. The Films of John Ford.]

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

First-Year Seminars

The purpose of the first-year seminar program is to introduce college-level disciplines and to contribute to students' understanding of the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. A major emphasis of each seminar will be placed upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to 16 students. Sufficient seminars are offered to ensure that every first-year student will have the opportunity to participate during at least one semester of the first year. Registration for the seminars will take place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 2002–2003 academic year follows.

Africana Studies 10b,d. Racism. Fall 2002. Mr. Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10.**)

Africana Studies 11c,d. The Harlem Renaissance. Fall 2002. Mr. Coviello.

Examines the great flowering of literature, music, art, and social criticism that occurred in and around Harlem in the 1920s. Considers, in particular, the difficulties involved in shaping an essentially artistic movement into a kind of political force, a counter-culture practice. Of interest throughout are questions of literary form and influence, of white "appreciation" and appropriation, and of the vexed place of gender and sexual difference in a movement defined more centrally by the imperatives of race. Authors include W.E.B. Du Bois, James Weldon Johnson, Nella Larsen, Langston Hughes, Jean Toomer, and Zora Neale Hurston.

(Same as **English 11.**)

Africana Studies 13c,d. Introduction to Caribbean Literature. Fall 2002. Ms. Saunders.

Examines some of the literary traditions that emerged in the Caribbean region during colonial occupation, as well as during post-independence periods in the region. Some of the thematic and theoretical areas of investigation include constructions of history and colonial identities, gender and nationalism, and cultural hybridity in Caribbean literatures. Authors include C.L.R. James, Jean Rhys, Samuel Selvon, Paule Marshall, Aimé Césaire, and Merle Collins. (Same as **English 13.**)

Africana Studies 17c,d. "Black Is, Black Ain't": Visuality and Ethnicity. Fall 2002. Ms. McGee.

Introduction to the representational power of imagery and the modes visual artists employ to subvert, explore, or reverse visual stereotypes. Examines the history of visual representations of Africans and African Americans and their corresponding effects such as fear; control; and the dehumanization, marginalization, or even commercialization of human beings. Other ethnic stereotypes found within American visual culture are also discussed. Many contemporary visual artists, from Betye Saar to Spike Lee, re-use this imagery with the intent to both historicize and rebuke it. Nevertheless, the visual revival of ethnic stereotypes is not without controversy and the moral and ethical responsibility of artists is called into question. (Same as **Art History 17**.)

Africana Studies 21c,d. Representation and Resistance: African American Film and Literature. Spring 2003. Ms. Muther.

Topics include the documentary impulse in African American film and writing; gender and sexuality, and cultural images; the politics of interpretation—writers, film makers, critics, and audiences; black nationalism versus "blaxploitation"; and the urban context and the economics of alienation. (Same as **English 22.**)

Africana Studies 22c. The Invention of Africa. Spring 2003. Mr. Stakeman.

An analysis of Africa's place in the Western imagination from the eighteenth century through the twentieth century. Examines the roles of ethnocentrism, racism, and imperialism in the definition of an African other. The relationship between public policy and popular culture is explored. Texts include European philosophers, travelers, literature, newspapers, television reports, and films. (Same as **History 22.**)

[Anthropology 22b. Inventing the Seaside.]

Art History 10c. Art and Politics. Fall 2002. Ms. Fletcher.

Explores the various ways in which art has found itself at the center of contemporary debates about morality, memory, and history as it enters the public sphere. Topics include calls for the return of cultural property from museums around the world, the commemoration of traumatic historical events such as the Holocaust and the Vietnam War, and debates over morality and public funding in cases such as the Mapplethorpe trial and the Sensation exhibition.

Art History 15c. Artworks, Artists, and Audiences. Spring 2003. Mr. Perkinson.

Introduces students to issues involved in interpretation of art and architecture. Students acquire the descriptive vocabulary that helps analyze works of art and the built environment. Examines how artists attach meaning to the objects they create, including the meaning of architecture. Explores the ways in which works of art are given meaning by their audiences—critics, museums, scholars, and the public—as well as the ways in which artists and architects attempt to influence those audiences. Covers the art of a variety of eras and cultures, including European, American, Asian, Oceanic, African, and Middle Eastern traditions. Visits to Bowdoin's architectural monuments and to its two museums allow students to hone their descriptive and analytical skills through observation of original works of art and architecture.

Art History 16c. Art and Contemplation in the Middle Ages and Renaissance. Fall 2002. Ms. Wegner.

Explores contemplative practice and its connection to images—as aids to contemplation, as ways to communicate the fruits of contemplation, and as instructional guides and models. Considers writers such as Hildegard of Bingen, St. Francis of Assisi, Birgitta of Sweden, and St. Teresa of Ávila, as well as contemplative life of lay persons from various levels of society. Includes illuminated manuscripts, icons, and paintings by Van Eyck, Fra Angelico, Michelangelo, and Velázquez.

Art History 17c,d. "Black Is, Black Ain't": Visuality and Ethnicity. Fall 2002. Ms. McGee.

Introduction to the representational power of imagery and the modes visual artists employ to subvert, explore, or reverse visual stereotypes. Examines the history of visual representations of Africans and African Americans and their corresponding effects such as fear; control; and the dehumanization, marginalization, or even commercialization of human beings. Other ethnic stereotypes found within American visual culture are also discussed. Many contemporary visual artists, from Betye Saar to Spike Lee, re-use this imagery with the intent to both historicize and rebuke it. Nevertheless, the visual revival of ethnic stereotypes is not without controversy and the moral and ethical responsibility of artists is called into question. (Same as **Africana Studies 17**.)

Asian Studies 12c,d. Religion and Literature in Modern South Asia. Fall 2002. Mr. Holt.

Introduction to the religious cultures of Hindus and Buddhists in South Asia and how these cultures have been represented, imagined, and interpreted by modern Indian writers of fiction. Frequent essays. (Same as **Religion 12.**)

[Asian Studies 18b,d. Japanese Politics and Society: Introductory Seminar.]

Asian Studies 19b,d. East Asian Politics: Introductory Seminar. Fall 2002. Mr. Laurence.

Surveys the diverse political, social, and economic arrangements across East Asia. Main focus on China, Japan, and North and South Korea. Examines the relationships between democracy, economic change, and human rights. Other questions: What are "Asian values"? What is the role of Confucianism in political and economic life? How are economic and political developments affecting traditional social institutions such as families, and how is the status of women changing? (Same as **Government 119**.)

Asian Studies 27c,d. Love, Longing, and Desire: Finding Salvation in Early-Modern South Asia. Fall 2002. Ms. Dhavan.

Examines the compositions of South Asian poet/saints like Mirabai, Kabir, and Surdas, to understand why love became the central theme in religious works in early-modern South Asia. Readings include Bhakti and Sufi poetry, biographies, and scholarly articles that examine the development of South Asian Bhakti and Sufi traditions from 1200 to 1700 C.E. Some of the central themes explored include the construction of the paradigm of divine love, gender, community, and self in the early-modern period. (Same as **History 27.**)

Asian Studies 28c,d. Seekers' Lives. Spring 2003. Mr. Smith.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **History 28.**)

Classics 17c. The Age of Heroes. Fall 2002. Ms. Polinskaya.

Investigates the notion of "hero" in ancient Greece through study of textual and archaeological sources. A writing-intensive course offering students many creative opportunities to explore the subject of "hero" in ancient Greek literature, religion, athletics, and politics. Provides historical perspective on the timely subject of "heroes." Comparison of the modern and ancient concepts of "heroism" offers fruitful ground for writing exercises.

[Economics 13b. Economics of Fairness and Justice.]

Economics 14b. The Economics of Art. Spring 2003. Ms. Herreiner.

Examines economic aspects of fine arts. Topics include markets for art, the role of museums, art as an investment, the financing of art, art's role in the local economy. The Bowdoin Museum of Art and local art auctions are important resources for the class.

English 10c. The Canonical Cannibal. Fall 2002. Mr. Kitch.

Explores the importance of cannibals and cannibalism to Western literature from European colonialism to the present day. Examines how cannibalism as both a practice and a discourse helped to define "civilization" for Western modernity. Considers basic anthropological debates about the actual existence of cannibalism, as well as the historical relationship between cannibalism and ideologies of race. Readings include Shakespeare, Montaigne, Swift, Twain, and Poe, as well as narratives by early colonial explorers and films such as *Cannibal Tours, Eating Raoul,* and *The Silence of the Lambs.*

English 11c,d. The Harlem Renaissance. Fall 2002. Mr. Coviello.

Examines the great flowering of literature, music, art, and social criticism that occurred in and around Harlem in the 1920s. Considers, in particular, the difficulties involved in shaping an essentially artistic movement into a kind of political force, a counter-culture practice. Of interest throughout are questions of literary form and influence, of white "appreciation" and appropriation, and of the vexed place of gender and sexual difference in a movement defined more centrally by the imperatives of race. Authors include W.E.B. Du Bois, James Weldon Johnson, Nella Larsen, Langston Hughes, Jean Toomer, and Zora Neale Hurston.

(Same as **Africana Studies 11.**)

English 12c. Gods and Monsters. Fall 2002. Ms. Kibbie.

Focuses on "mad scientists" and their creations in three nineteenth-century novels: Mary Shelley's *Frankenstein;* H.G. Wells's *The Island of Dr. Moreau;* and Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde.* Explores the relationship of these popular novels to more canonical literary works, such as Ovid's *Metamorphoses,* Shakespeare's *The Tempest,* and Milton's *Paradise Lost,* as well as their indebtedness to real scientific discoveries and controversies. To discuss the endurance of the myths that they have engendered, also examines how these novels have been adapted for the movies.

English 13c,d. Introduction to Caribbean Literature. Fall 2002. Ms. Saunders.

Examines some of the literary traditions that emerged in the Caribbean region during colonial occupation, as well as during post-independence periods in the region. Some of the thematic and theoretical areas of investigation include constructions of history and colonial identities, gender and nationalism, and cultural hybridity in Caribbean literatures. Authors include C.L.R. James, Jean Rhys, Samuel Selvon, Paule Marshall, Aimé Césaire, and Merle Collins. (Same as **Africana Studies 13.**)

English 14c. The 1930s: Working with Fragments. Fall 2002. Mr. Schilling.

The 1930s were a pivotal time in twentieth-century intellectual and literary history. As something of a crossroads and a period of great transition, the thirties offer students the opportunity to look back at the earlier decades of the century, as well as to understand the groundwork for future literary and intellectual developments. Through reading of works by Faulkner, Huxley, Stein, Auden, Stevens, Steinbeck, and others, explores the intellectual and political culture that they created and were created by.

English 15c. Creative Reading. Fall 2002. Mr. Phillipson.

Examines playful texts that portray and demand active—even disruptive—readers. Assesses a variety of literary techniques that cede authority to readers, such as digression, nonsense, fragmentation, self-parody, and untamed footnotes. Authors may include Laurence Sterne, Lewis Carroll, Oscar Wilde, Gertrude Stein, Vladimir Nabokov, Grace Paley, A. S. Byatt, and David Foster Wallace. Ends with a consideration of how readers "create" hypertext.

English 20c. The Woman's Film. Spring 2003. Ms. Briefel.

Explores cinematic texts that construct their audience as female. Concentrating primarily on classical Hollywood films, explores the genres of melodrama, the Gothic, and the screwball comedy in relation to questions of gender and sexuality. Ends by considering how the contemporary "chick flick" draws on and reconfigures the themes brought up by the earlier texts. Films may include: *Gaslight, Imitation of Life, Mildred Pierce, Rebecca, Stella Dallas, Thelma and Louise,* and *The Women.* (Same as **Women's Studies 22**.)

English 21c. American Poetry. Spring 2003. Ms. Goodridge.

Analysis of the work of William Carlos Williams, Wallace Stevens, Elizabeth Bishop, Amy Clampitt, and Louise Glück, with an emphasis on tone, masks, and theories of poetic influence.

English 22c,d. Representation and Resistance: African American Film and Literature. Spring 2003. Ms. Muther.

Topics include the documentary impulse in African American film and writing; gender, sexuality, and cultural images; the politics of interpretation—writers, film makers, critics, and audiences; black nationalism versus "blaxploitation"; and the urban context and the economics of alienation. (Same as **Africana Studies 21.**)

English 23c. Toy Stories. Spring 2003. Ms. Nickel.

Examines various narratives in which playthings and other inanimate objects "come to life." Considers the ways in which dolls, puppets, automata, mannequins, and other objects define the nature of desire and allow us to explore such categories as human/non-human, material/spiritual, childhood/adulthood, real/unreal, and life/death. Texts may include legends of the Golem, *The Wizard of Oz, Pinocchio,* selections from *Tales of Hoffman, Alice in Wonderland,* Stephen Crane's *Whilomville Stories, The Comical Tragedy or Tragical Comedy of Mr. Punch,* Disney's *Toy Story,* and selected short films of Jan Svankmajer and the Brothers Quay. Readings of these narratives will be supplemented by various philosophical and theoretical commentary by Descartes, Baudelaire, Kleist, Rilke, Benjamin, Barthes, and Bill Brown.

English 24c. "Shakespeare at Sonnets." Spring 2003. Mr. Watterson.

Although some attention is paid to the Continental origins of the form (e.g. Petrarch and Ronsard) and to Tudor poets including Wyatt, Surrey, Spenser, Sidney, Daniel, and Drayton, this course is devoted to systematic close reading of Shakespeare's 154 sonnets. Texts include Helen Vendler's *The Art of Shakespeare's Sonnets* (1997) and Katherine Duncan-Jones's recent *Arden* edition of the poems (1997). Topics for consideration include Shakespeare's imagery (natural, legal, economic, mythological, typological, etc.), Christian allegory, Early Modern sexualities, the human drama which unfolds within the "sequence" and its relationship to Shakespeare's comedies, Early Modern orthography and the multiple "meanings" of individual words, and the interrelatedness of the sonnets to "A Lover's Complaint," the long narrative poem with which the 1609 *editio princepts* concludes.

[Environmental Studies 15c. Frontier Crossings: The Western Experience in American History.]

Film Studies 15c. Mickey and Company: The History and Aesthetics of the Animated Film. Fall 2002. Mr. Capino.

Traces the history of the animated film from its beginnings in the vaudeville stage to its cult following on the Internet. Consideration given to the aesthetic development of film animation, as well as the larger histories of cinema, the visual arts, and modern culture. Screenings include works by animation pioneers, the major American studios (Warner Bros., Disney, UPA), independent innovators, and the state (the National Film Board of Canada). Attendance at weekly evening screenings is required.

Government 103b. The Pursuit of Peace. Fall 2002. Mr. Springer.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

Government 105b. American Politics: Representation, Participation, and Power. Fall 2002. Ms. Martin.

An introductory seminar in American national politics. Readings, papers, and discussion explore the changing nature of power and participation in the American polity, with a focus on the interaction between individuals (non-voters, voters, party leaders, members of Congress, the President) and political institutions (parties, Congress, the executive branch, the judiciary).

Government 106b. Fundamental Questions: Exercises in Political Theory. Spring 2003. Ms. Yarbrough.

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they "socially constructed"? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, the Bible, Machiavelli, Shakespeare, Marx, Mill, and Nietzsche.

[Government 109b. Athens and Jerusalem: Classical and Biblical Sources of the Western Political Tradition.]

Government 110b. Politics and Education. Fall 2002. Mr. Bove.

Examines the relation between education and civic life. Addresses the civic function of education, government involvement in education, democratic education, religion and education, the nature and purpose of the university, and the meaning of liberal education. Readings from Plato, Aristotle, Locke, Rousseau, Mill, Dewey, Newman, and various contemporary authors.

Government 111b. The Korean War. Fall 2002. Mr. Potholm.

The Korean War is often called "the forgotten war" because it is overshadowed by World War II and the Vietnam war, yet many important aspects and results of it are mirrored in the contemporary world. Korea is still divided and its situation as a buffer state in between China, Russia, and Japan continues to have important policy ramifications for the United States. The course focuses not just on the course of the war, but on the foreign policy assumptions of the two Korean governments, the United States, the People's Republic of China, and Russia.

Government 115b. Mass Media in American Politics. Spring 2003. Ms. Globetti.

As the electorate's window on public affairs, the mass media play a very important role in American politics. We meet our politicians and "get to know them" through the media. Since we rarely experience politics directly, the mass media provide us with the bulk of our political information. As a result, many of the characteristics of the contemporary political era are best understood by examining the interplay between the media, the public, and office-holders. Examines the importance of media ownership, the role the media play in opinion formation and elections, and the implications of the media's power.

[Government 116b. Political Left in America.]

Government 118b. Contemporary Issues in World Politics. Fall 2002. Mr. Waxman.

Surveys some of the most significant and contentious issues in current world politics. The concern is primarily with problems, threats, and challenges that affect the global community as a whole, including (but not limited to) the promise and perils of globalization; the future of the sovereign state; the spread of democracy; the prospects for regional integration; the struggle for human rights and international law; the changing nature of security challenges; the evolution of warfare, the proliferation of weapons of mass destruction; the question of global leadership and global order; the resurgence of identity politics (especially national ethnic, and religious identities); and the challenge of cultural pluralism, particularly in the interaction between western and non-western civilizations. These issues are addressed theoretically and empirically, with attention paid both to their historical precedents and contemporary novelty, in order to assess the degree of continuity and change in world politics.

Government 119b,d. East Asian Politics: Introductory Seminar. Fall 2002. Mr. Laurence.

Surveys the diverse political, social, and economic arrangements across East Asia. Main focus on China, Japan, and North and South Korea. Examines the relationships between democracy, economic change, and human rights. Other questions: What are "Asian values"? What is the role of Confucianism in political and economic life? How are economic and political developments affecting traditional social institutions such as families, and how is the status of women changing? (Same as **Asian Studies 19**.)

History 10c. Travel, History, and the European Imagination. Fall 2002. Mr. Denery.

Examines how Europeans have sought to understand themselves and the world around them through travel and travel literature. Particular attention is paid to the fascinating ways in which Europeans have used travel narratives to define and distinguish themselves from their "others."

History 12c. Utopia: Intentional Communities in America, 1630–1997. Spring 2003. Ms. McMahon

An examination of the evolution of utopian visions that begins with John Winthrop's "City upon a Hill." Explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century intentional communities, counterculture communes, and dystopian separatists. Readings include accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussion and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

History 13c. Lyndon Baines Johnson: War on Poverty; War in Vietnam. Fall 2003. Mr. Levine.

These are only a few years, but filled with contention at the time, and controversy since: major civil rights legislation, but also racial "civil disorder," the high point of domestic liberalism since the New Deal, the beginnings of modern conservatism, the most contentious war since the Mexican War, a "student movement" like no other in American history. Readings, documentary videos, movies, popular culture, and also a requirement to do deeper research in an area of the student's choice.

History 14c. Joshua Lawrence Chamberlain and His Times. Fall 2002. Mr. Rael.

Explores nineteenth-century American society and culture through the lens of Bowdoin's most famous son, Joshua Lawrence Chamberlain. Explores the formation of American masculinity through examination of Chamberlain's youth, domestic relations in bourgeois America through his relationship with Fannie Adams, the Civil War through his exploits on the battlefield, and issues of historical memory through his later life. Focusing on Chamberlain offers the opportunity to conduct primary source research in the collections of Bowdoin College and the Pejepscot Historical Society, and to tour the Chamberlain House museum. Writing intensive, requiring several papers, including a short research paper with multiple drafts.

History 17c,d. The Cuban Revolution. Fall 2002. Mr. Wells.

The Cuban Revolution recently celebrated its fortieth anniversary. This seminar offers a retrospective of a revolution entering "middle age" and its prospects for the future. Topics include United States–Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society.

History 18c. Turning the Twentieth Century. Fall 2002. Ms. Scanlon.

At the turn of a new century, events of 2001 fasten themselves in our psyches as monumentally significant, providing an opportunity to take a look at "century turning." Are there fundamental shifts in people's lives, in societies, when we move from one century to the next? Revisits the turn of the twentieth century and explores the most significant changes in women's lives in the United States. Topics include women and public space; mass culture; danger and desire; and class, race, and consciousness. (Same as **Women's Studies 18.**)

History 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2003. Ms. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **Women's Studies 20.**)

History 21c. Players and Spectators: History, Culture, and Sports. Fall 2002. Ms. Tananbaum.

Focuses on topics in the history of sports in Europe and America, exploring the changing cultural role of sports and the implications of race, gender, and class for players and spectators.

History 22c. The Invention of Africa. Spring 2003. Mr. Stakeman.

An analysis of Africa's place in the Western imagination from the eighteenth century through the twentieth century. Examines the roles of ethnocentrism, racism, and imperialism in the definition of an African other. The relationship between public policy and popular culture is explored. Texts include European philosophers, travelers, literature, newspapers, television reports, and films. (Same as **Africana Studies 22.**)

History 24c,d. Contemporary Argentina. Fall 2003. Mr. Wells.

Texts, novels, and films help unravel Argentine history and its culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice.

History 27c,d. Love, Longing, and Desire: Finding Salvation in Early-Modern South Asia. Fall 2002. Ms. Dhavan.

Examines the compositions of South Asian poet/saints like Mirabai, Kabir, and Surdas, to understand why love became the central theme in religious works in early-modern South Asia. Readings include Bhakti and Sufi poetry, biographies, and scholarly articles that examine the development of South Asian Bhakti and Sufi traditions from 1200 to 1700 c.e. Some of the central themes explored include the construction of the paradigm of divine love, gender, community, and self in the early-modern period. (Same as **Asian Studies 27.**)

History 28c,d. Seekers' Lives. Spring 2003. Mr. Smith.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **Asian Studies 28.**)

Philosophy 11c. Free Will. Fall 2003. Mr. Corish.

Are our actions free, or at least partly free; or are they wholly caused, or determined, in some sense that makes the notion of freedom inappropriate in descriptions of actions? Are we really responsible agents, as our tradition tells us we are? Readings in contemporary and older materials are used as the basis for the seminar discussions.

[Philosophy 13c. The Souls of Animals.]

Philosophy 14c. Philosophy and Poetry. Fall 2002. Mr. Corish.

What is the nature of poetry? This is a philosophical question, considered by using traditional and contemporary poems as examples. Also considers the relation of philosophy to poetry in the particularly interesting case of the condemnation of poetry by the Greek philosopher Plato.

Philosophy 20c. Objectivity and Subjectivity. Fall 2002. Mr. Fernandez.

Introduces philosophical questions in which the contrast between a first person and third person point of view interestingly arises. Major topics include the passage of time, freedom and determinism, consciousness and the nature of moral and aesthetic properties.

Religion 12c,d. Religion and Literature in Modern South Asia. Fall 2002. Mr. Holt.

Introduction to the religious cultures of Hindus and Buddhists in South Asia and how these cultures have been represented, imagined, and interpreted by modern Indian writers of fiction. Frequent essays. (Same as **Asian Studies 12.**)

[Religion 15c. Heresies.]

Religion 17c. Portraits of Jesus. Spring 2003. Ms. Denzey.

Fascination with Jesus has produced two divergent streams, from antiquity until the present day. There are those who seek to fill out the opacity of details that surround the Jesus of first-century Palestine. Who was he, precisely? An itinerant, charismatic teacher? A healer and miracle-worker? A social revolutionary? There are also those who believe that Jesus is whoever we wish him to be—an a historical figure on whom we may project our own needs and desires. Some expand the opacity of Jesus' life by providing new details, beyond that which the New Testament writings can offer us. Examines some of these different "Jesuses" that emerge from the "Quest for Jesus" through the ages, including several interpretations of Jesus in historical studies, and several interpretations of Jesus from art and literature.

Russian 20c. The Great Soviet Experiment through Film. Every other fall. Fall 2003. Ms. Knox-Voina.

An interdisciplinary introduction to the "Great Soviet Experiment." Themes include the role of film in building a Soviet utopia and in creating "new Soviet women and men." Film is examined as the Party's cherished propaganda tool to educate illiterate elements of society, particularly women, to transform them into progressive workers or professionals, and later to deconstruct certain Soviet myths after Stalin's death. Literary works are read. Weekly film viewings of Russian films that illustrate new Soviet icons of women. A writing-intensive course. No knowledge of Russian required. (Same as **Women's Studies 21.**)

Russian 21c. The Culture of Nationalism. Every other fall. Fall 2002. Mr. Miller.

Focuses on the origin of Romantic nationalism in Eastern Europe. Readings include the poetry of the Slavic "National Renaissance" (ca. 1810–1848), various earlier and later writings, and some theoretical works. The roots of recent conflicts in Russia and the former Yugoslavia are studied, as are the importance of language in the creation of modern nationalism and its (mis)use of history.

Sociology 10b,d. Racism. Fall 2002. Mr. Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)

Women's Studies 18c. Turning the Twentieth Century. Fall 2002. Ms. Scanlon.

At the turn of a new century, events of 2001 fasten themselves in our psyches as monumentally significant, providing an opportunity to take a look at "century turning." Are there fundamental shifts in people's lives, in societies, when we move from one century to the next? Revisits the turn of the twentieth century and explores the most significant changes in women's lives in the United States. Topics include women and public space; mass culture; danger and desire; and class, race, and consciousness. (Same as **History 18.**)

Women's Studies 20c. In Sickness and in Health. Fall 2003. Ms. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **History 20.**)

Women's Studies 21c. The Great Soviet Experiment through Film. Fall 2003. Ms. Knox-Voina.

An interdisciplinary introduction to the "Great Soviet Experiment." Themes include the role of film in building a Soviet utopia and in creating "new Soviet women and men." Film is examined as the Party's cherished propaganda tool to educate illiterate elements of society, particularly women, to transform them into progressive workers or professionals, and later to deconstruct certain Soviet myths after Stalin's death. Literary works are read. Weekly film viewings of Russian films that illustrate new Soviet icons of women. A writing-intensive course. No knowledge of Russian required. (Same as **Russian 20.**)

Women's Studies 22c. The Woman's Film. Spring 2003. Ms. Briefel.

Explores cinematic texts that construct their audience as female. Concentrating primarily on classical Hollywood films, explores the genres of melodrama, the Gothic, and the screwball comedy in relation to questions of gender and sexuality. Ends by considering how the contemporary "chick flick" draws on and reconfigures the themes brought up by the earlier texts. Films may include: *Gaslight, Imitation of Life, Mildred Pierce, Rebecca, Stella Dallas, Thelma and Louise,* and *The Women:* (Same as **English 20.**)

Gay and Lesbian Studies

Administered by the Gay and Lesbian Studies Committee:
Celeste Goodridge, *Chair*

(See committee list, page 322.)

Gay and Lesbian Studies is an interdisciplinary program coordinating courses that incorporate research on sexuality, particularly on gay, lesbian, bisexual, and transgender people. Drawing on a variety of approaches in several disciplines, such as queer theory and the history of sexuality, the program examines constructions of sexuality in institutions of knowledge, in aesthetic representation, and in modes of social practice, examining the question of sexual identity and performance across cultures and historical periods.

Requirements for the Minor in Gay and Lesbian Studies

The minor consists of five courses: **Gay and Lesbian Studies 201** and four other courses from the offerings listed below, some of which will change with every academic year. Among the latter four courses, at least one must come from the social sciences and at least one from the arts and humanities division, and no more than two courses may come from any single department. Only one independent study may be counted toward the minor. Courses in which D grades are received will not count toward the minor.

201. Gay and Lesbian Studies. Every other year. Fall 2003. Mr. Coviello.

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis—to name only a few. An abiding concern over the semester is to discover how a discipline so variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

291–294. Intermediate Independent Study. Every year. The Program.

Africana Studies

206b. Media Representations of Reality. Fall 2003. Mr. Johnson.
(Same as **Sociology 206.**)

Anthropology

Anthropology 222b. Culture through Performance. Spring 2004. Ms. Dickey.

Anthropology 248b. Activist Voices in India. Spring 2003. Ms. Dickey.
(Same as **Asian Studies 248** and **Women's Studies 246.**)

Art History

Art History 324c. Leonardo and Michelangelo. Spring 2003. Mr. Olds.

Art History 356c. The Body in Contemporary Art. Spring 2003. Ms. Fletcher.

Asian Studies

248b. Activist Voices in India. Spring 2003. Ms. Dickey.
(Same as **Anthropology 248** and **Women's Studies 246.**)

English

English 20c. The Woman's Film. Spring 2003. Ms. Briefel.
(Same as **Women's Studies 22.**)

English 243c. Victorian Genders. Spring 2003. Ms. Briefel.
(Same as **Women's Studies 244.**)

English 282c. Introduction to Literary and Cultural Theory. Every other year. Spring 2003. Ms. Goodridge.

English 326c. The Horror Film in Context. Fall 2002. Ms. Briefel.
(Same as **Women's Studies 328.**)

English 333c. Sex and Desire in American Poetry. Fall 2002. Ms. Goodridge.

Film Studies

[Film Studies 310c. Gay and Lesbian Cinema.]

Sociology

Sociology 206b. Media Representations of Reality. Fall 2003. Mr. Johnson.

Sociology 219b. Sociology of Gender. Spring 2004. Ms. Riley.
(Same as **Women's Studies 219.**)

Sociology 252b. Sociology of Chronic Illness and Disability. Spring 2004. Ms. Bell.

Sociology 253b. Constructions of the Body. Spring 2003. Ms. Bell.
(Same as **Women's Studies 253.**)

Women's Studies

Women's Studies 22c. The Woman's Film. Spring 2003. Ms. Briefel.
(Same as **English 20.**)

Women's Studies 219b. Sociology of Gender. Spring 2004. Ms. Riley.
(Same as **Sociology 219.**)

Women's Studies 244c. Victorian Genders. Spring 2003. Ms. Briefel.
(Same as **English 243.**)

Women's Studies 246c. Activist Voices in India. Spring 2003. Ms. Dickey.
(Same as **Anthropology 248** and **Asian Studies 248.**)

Women's Studies 253b. Constructions of the Body. Spring 2003. Ms. Bell.
(Same as **Sociology 253.**)

Women's Studies 328c. The Horror Film in Context. Fall 2002. Ms. Briefel.
(Same as **English 326.**)

Geology

Associate Professors
Edward P. Laine
Peter D. Lea, *Chair*
Assistant Professor
Rachel J. Beane

Laboratory Instructors
Cathryn Field
Joanne Urquhart
Department Coordinator
Marjorie L. Parker

Requirements for the Major in Geology

The major consists of nine courses, including **Geology 101** and **202.** The remaining seven courses may include: a) one of **Geology 100, 103,** or a first-year seminar in geology; and/or b) up to two non-introductory science/math/anthropology courses listed as approved by the Geology Department; and/or c) other 200- or 300-level geology courses (**Geology 200, 210, 219, 220, 230, 241, 243, 250, 260, 262, 265, 270, 271, 272, 275,** and **395**).

Note that independent study does not normally count toward the geology major. Geology majors also are advised that most graduate schools in the earth sciences require **Chemistry 109, Physics 103,** and **Mathematics 171.**

Interdisciplinary Majors

The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 180.

Requirements for the Minor in Geology

The minor consists of four courses in geology, at least two chosen from **Geology 202, 220, 230, 241, 243, 250, 260, 262, 265, 270, 271, 272, 275,** and **395.**

Introductory, Intermediate, and Advanced Courses

100a. Environmental Geology and Hydrology. Every spring. Mr. Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and development of landscapes. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Environmental Studies 100.**)

101a. Introduction to Physical Geology. Every fall. Fall 2002. Ms. Beane. Fall 2003. Mr. Lea.

The earth is a dynamic planet with earthquakes, volcanic eruptions, floods, and landslides. This course investigates the processes that shape the earth's surface, and examines the minerals, rocks, and structures that compose the earth. Through field trips, laboratory exercises, and course work, we make observations, analyze data, interpret maps, and explore the connections between geology and our lives.

103a. Marine Environmental Geology. Every fall. Mr. Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and estuarine sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. Two one-day weekend field excursions are required. (Same as **Environmental Studies 103.**)

202a. Mineralogy. Every spring. Spring 2003. Ms. Beane.

Mineral chemistry and crystallography are explored through hand specimen identification, optical microscopy, scanning electron microscopy, energy dispersive spectrometry, and phase diagrams. Emphasis is placed on mineral associations, and on the genesis of minerals in igneous and metamorphic rocks.

Prerequisite: **Geology 101** or permission of the instructor.

210a. Water Quality in the Community. Every semester. Fall 2002. Mr. Lea.

Project-based course involving individual or small groups of students working with local governments, environmental organizations, and schools on topics of water quality and its relationship to natural and human processes. Examples of possible projects include water quality monitoring of impacted and non-impacted watersheds, analysis of water quality changes during storm run-off, and water quality of local lakes, ponds, wetlands, and springs. Prior to registration, interested students must consult the instructor on the nature and suitability of projects. May be repeated for credit with permission of the instructor.

Prerequisite: Permission of the instructor.

220a. Sedimentary Geology. Fall 2003. Mr. Lea.

Survey of earth's depositional systems, both continental and marine, with emphasis on dynamics of sediment transport and interpretation of depositional environment from sedimentary structures and facies relationships; stratigraphic techniques for interpreting earth history; and tectonic and sea-level controls on large-scale depositional patterns. Weekly lab includes local field trips.

Prerequisite: Previous course in geology or permission of the instructor.

230a. Geometrics. Spring 2004. The Department.

An introduction to the solution of geological and environmental problems through making and analyzing maps. The basics of surveying, geographic information systems, and the Global Positioning System are covered. A problem-based service-learning course involving work on projects in support of community partners. Extensive field work expected after spring break. (Same as **Environmental Studies 230.**)

Prerequisite: **Geology 101** or **103.**

241a. Structural Geology. Fall 2002. Fall 2004. Ms. Beane.

Geologic structures yield evidence for the dynamic deformation of the earth's crust. This course examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. In-class exercises focus on problem-solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

Prerequisite: **Geology 101** or **200,** or permission of the instructor.

250a. Marine Geology and Tectonics. Fall 2002. Fall 2004. Mr. Laine.

The geological and geophysical bases of the plate-tectonics model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters.

Prerequisite: Previous course in geology or permission of the instructor.

260a. Oceanography and Ocean History. Fall 2003. Mr. Laine.

Introduction to the water masses, circulation, chemistry, and productivity of the modern oceans. Examination of the paleontological, stratigraphic, and geochemical methods used to reconstruct these characteristics through geologic history. Brief introduction to geologic time series. (Same as **Environmental Studies 260.**)

Prerequisite: Previous course in geology or permission of the instructor.

262a. Igneous and Metamorphic Petrology. Fall 2003. Ms. Beane.

Rocks contain many clues about the processes of their formation. This course uses these clues to explore the processes by which igneous rocks solidify from magma, and metamorphic rocks form in response to pressure, temperature, and chemical changes. Laboratory work emphasizes field observations, microscopic examination of thin sections, and computer-based geochemical modeling. A class project introduces students to aspects of geologic research.

Prerequisite: **Geology 202.**

[265a. Geophysics.]

267a. Coastal Oceanography. Spring 2003. Spring 2004. Spring 2005. Mr. Laine and Instructors from Woods Hole Oceanographic Institution.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. A four- to five-day oceanographic expedition aboard a Woods Hole Oceanographic Institution vessel late in the semester is required. (Same as **Environmental Studies 267**.)

Prerequisite: **Geology 100, 101,** or **103.**

[270a. Surface Processes and Landforms.]

271a. Coastal Processes and Landforms. Fall 2002. Mr. Lea.

Coasts are among the most dynamic zones on earth, where wave and tidal energy are expended upon the land to create characteristic landforms such as beaches, barrier islands, and sea cliffs. Examines coastal processes and landforms—including beach dynamics, coastal erosion, and the interaction of coasts and humans along developed shorelines—through classes, labs, field trips, and reading of the primary literature. Includes weekend field trips to Acadia National Park and Cape Cod.

Prerequisite: Previous course in geology or permission of the instructor.

272a. Glacial Processes and Landforms. Fall 2004. Mr. Lea.

During recent ice ages, glaciers covered a third of the world's land area and had profound impacts on earth's landscapes and climates. Through classes, labs, field trips, and reading of the primary literature, examines the controls of current and former glacier distribution and movement, landforms, and landscapes of glacial and meltwater systems, and the interaction of glaciers and the earth's climate system.

Prerequisite: Previous course in geology or permission of the instructor.

275a. Hydrogeology. Spring 2003. Mr. Lea.

The interaction of water and geological materials within the hydrologic cycle, with applications to surface water and groundwater resources and quality. Qualitative and quantitative examination of such topics as precipitation, generation of stream flow, and movement of groundwater in aquifers. (Same as **Environmental Studies 275.**)

Prerequisite: Previous course in geology or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

German

Professors
Helen L. Cafferty
Steven R. Cerf, *Chair*
James L. Hodge*
Assistant Professor
Birgit Tautz

Teaching Fellow
Andreas Seifert
Department Coordinator
Katherine L. Blake

Requirements for the Major in German

The major consists of seven courses, of which one may be chosen from **51, 52** and the others from **205–402.** Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

The minor consists of **German 102** or equivalent, plus any four courses, of which two must be in the language (**203–398**).

Courses Taught in English

51c. German Literature and Culture in English Translation. Every year. This course may be repeated for credit with the contents changed.

Fall 2002. Mr. Cerf. **The Literary Imagination and the Holocaust.**
An examination of the literary treatment of the Holocaust, a period between 1933 and 1945, during which eleven million innocent people were systematically murdered by the Nazis. Four different literary genres are examined: the diary and memoir, drama, poetry, and the novel. Three basic sets of questions are raised by the course: How could such slaughter take place in the twentieth century? To what extent is literature capable of evoking this period and what different aspects of the Holocaust are stressed by the different genres? What can our study of the Holocaust teach us with regard to contemporary issues surrounding totalitarianism and racism?

Spring 2003. Ms. Cafferty. **Laugh and Cry!: Post-World War II German Film.**
A survey of cinema in Germany in the second half of the twentieth century. Critical reading of representative films from three major periods: the early postwar years, the era of New German Cinema, and the recent wave of acclaimed German comedies. An exploration of how contrasting strategies of representation (e.g., mainstream comedy or realism, documentary, and experimental filmmaking) construct German history and the Nazi past; social criticism in East and West Germany; and national identity, gender, race, and sexuality. Filmmakers such as Wicki, Staudte, Käutner, Fassbinder, Herzog, Sanders-Brahms, Schlöndorff, von Trotta, Sander, Wenders, Dörrie, Misselwitz, Boetcher. Mandatory weekly evening screenings.

52c. Myth and Heroic Epic of Europe. Spring 2003. Mr. Hodge.

Myths, legends, sagas, and other folk literature of the Germanic, Celtic, Slavic, and Finno-Ugric traditions, e.g., the prose and poetic Eddas, Song of the Volsungs, Beowulf, Lay of the Nibelungs, the Mabinogion, the Cycle of Finn, the Cycle of Ulster, Marko the Prince, and the Kalevala. Where possible and desirable, comparisons may be drawn with other mythologies; mythological and legendary material may be supplemented by relevant folkloric, Arthurian, and semihistorical literature.

Language and Culture Courses

101c. Elementary German I. Every fall. Fall 2002. Ms. Cafferty.

German 101 is the first language course in German and is open to all students without prerequisite. Three hours per week. Emphasis on four skills: speaking and understanding, reading, and writing. Introduces aspects of culture. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

102c. Elementary German II. Every spring. Spring 2003. Mr. Cerf.

Continuation of **German 101.** Equivalent of **German 101** is required.

203c. Intermediate German I. Every fall. Fall 2002. Mr. Cerf.

Three hours per week of reading, speaking, composition, and review of grammar. Continued emphasis on German culture. One hour of conversation and practice with teaching assistant. Language laboratory also available. Equivalent of **German 102** is required.

204c. Intermediate German II. Every spring. Spring 2003. Ms. Tautz.

Continuation of **German 203.** Equivalent of **German 203** is required.

205c. Advanced German. Every year. Fall 2002. Ms. Tautz.

Designed to further explore aspects of German culture while increasing oral fluency, writing skills, and comprehension. Equivalent of **German 204** is required. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

Literature and Culture Courses

All courses require the equivalent of **German 204.**

308c. Introduction to German Literature. Every year. Spring 2003. Ms. Cafferty.

Introduction to the critical reading of texts by genre: e.g., prose fiction, expository prose, lyric poetry, drama, opera, film, etc. Develops students' sensitivity to generic structures and techniques and introduces terminology for describing and analyzing texts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

313c. German Classicism. Fall 2003. The Department.

The youthful revolt of Storm and Stress against the Age of Reason. The maturing of Goethe and Schiller into major exponents of German literary Idealism. Related philosophical, musical, and other figures.

314c. German Romanticism. Spring 2004. The Department.

The origins of the Romantic movement and its impact. Its literary philosophy and preferred genres. Cultural background and the arts. Representative authors and texts.

315c. German Realism. Fall 2002. Ms. Tautz.

Texts from Germany, Austria, and Switzerland. Representative authors such as Büchner, Heine, and Hauptmann. Nineteenth-century cultural background and the arts.

316c. German Modernism. Spring 2003. Mr. Cerf.

Texts from Germany, Austria, and Switzerland. Representative authors such as Kafka, Mann, and Brecht. Twentieth-century cultural background and the arts.

317c. German Literature since 1945. Fall 2002. Ms. Cafferty.

Texts from Germany, Austria, and Switzerland. Minority authors writing in German. Post-WWII themes such as national identity and "coming to terms with the past." Cultural background and the arts. Representative authors such as Grass, Böll, and Wolf.

319c. The Short Prose Form. Fall 2003. The Department.

An investigation of the short prose form, e.g., *Novelle,* short story, fairy tale, fable, etc., with appropriate literary theory. Historical and cultural background. Representative authors and texts from Germany, Austria, and Switzerland.

398c. Seminar in Aspects of German Literature and Culture. Every spring. The Department.

Work in a specific area of German literature not covered in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, and historical periods. This course may be repeated for credit with the contents changed.

Spring 2003. **Colors: Signs of Ethnic Difference 1800/1900/2000.** Ms. Tautz. In German culture, color/hue has played an important role in describing ethnic difference. Color marks not only racial difference ("Black" v. "White"), but also geographical difference ("tropical colors") or diversity ("Bunte Republik Deutschland"). Considers changing discourse on color and ethnic difference over time. Explores pertinent representations of color and ethnic difference in literary texts and films, all of which serve to illuminate the broader cultural context at three historical junctures: 1800, 1900, and 2000. Considers texts and films in conjunction with non-fiction, including examples from the visual arts (paintings, photographs, "Völkerschauen"), medical texts, encyclopedic entries, policy statements and advertisements ("Reklamemarken," picture stories, commercials, graffiti), recognizing, in the process, how German culture ("national identity") defines itself through and against color.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Government and Legal Studies

Professors
Paul N. Franco†
Janet M. Martin
Richard E. Morgan
Christian P. Potholm**
Allen L. Springer, *Chair*
Jean M. Yarbrough
Adjunct Professor
Richard A. Wiley
Associate Professor
Marcia A. Weigle
Assistant Professors
Marc J. Hetherington
Dov Waxman
Joint Appointments with Asian Studies
Assistant Professor Lance Guo
Assistant Professor Henry C. W. Laurence
Visiting Instructors
Andrew J. Bove
Suzanne Globetti
Joint Appointment with Environmental Studies
Senior Lecturer DeWitt John
Department Coordinator
Patricia E. Leask

Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

American government: **Government 105, 111, 115, 116, 150, 201, 202, 203, 204, 205, 209, 210–211, 216, 255, 302, 303, 304,** and **306.**

Comparative politics: **Government 107, 119, 120, 222, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236, 264, 284, 320, 324, 329, 330, 332, 333, 335, 337,** and **365.**

Political theory: **Government 106, 107, 109, 110, 114, 240, 241, 242, 243, 244, 245, 246, 248, 249, 250, 341, 343, 345, 346,** and **347.**

International relations: **Government 103, 111, 118, 160, 225, 233, 236, 243, 260, 261, 263, 265, 267, 269, 270, 274, 284, 287, 302, 324, 335, 336, 337, 361, 363,** and **365.**

Every major is expected to complete an area of concentration in one of these fields.

The major consists of nine courses, no more than two taken at Level A, and no more than one first-year seminar, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course and no more than one Level A course are taken.

2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only two Level A courses may count toward the major and no more than one of these may be a first-year seminar.

3. **Government 214, 262,** and **Environmental Studies 240,** while not fulfilling the requirement for any of the four fields of concentration, can be counted toward the major in the "other" category, on a case by case basis.

4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.

5. To fulfill the major/minor requirements, a grade of C or better must be earned in a course.

Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. No more than two Level A courses and no more than one first-year seminar may count toward the minor.

LEVEL A COURSES

Introductory Seminars

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to sixteen students in each seminar. First-year students are given first priority; sophomores are given second priority. For a description of the following introductory seminars, see First-Year Seminars, pages 134–43.

103b. The Pursuit of Peace. Fall 2002. Mr. Springer.

105b. American Politics: Representation, Participation, and Power. Fall 2002. Ms. Martin.

106b. Fundamental Questions: Exercises in Political Theory. Spring 2003. Ms. Yarbrough.

[109b. Athens and Jerusalem: Classical and Biblical Sources of the Western Political Tradition.]

110b. Politics and Education. Fall 2002. Mr. Bove.

111b. The Korean War. Fall 2002. Mr. Potholm.

115b. Mass Media in American Politics. Spring 2003. Ms. Globetti.

118b. Contemporary Issues in World Politics. Fall 2002. Mr. Waxman.

119b,d. East Asian Politics: Introductory Seminar. Fall 2002. Mr. Laurence.

Introductory Lectures

These courses are restricted to first-year students and sophomores.

120b. Introduction to Comparative Government. Spring 2003. Mr. Laurence.

Governments in many different countries face common problems—how to achieve economic prosperity and political security while tackling a host of other policy issues such as education, health care, defense, crime, environmental protection, welfare, the protection of minority rights and the promotion of social equality, and so on. Examines how, and most importantly, *why* different countries come up with different solutions to these and other problems. Special emphasis is placed on Britain, Japan, and the United States, as representative of European, Asian, and American approaches to governance.

150b. Introduction to American Government. Fall 2002. Mr. Hetherington.

Provides a comprehensive overview of the American political process. Specifically, traces the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, Presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

160b. Introduction to International Relations. Spring 2003. Mr. Waxman.

Provides a broad introduction to the academic study of international relations. Explicitly designed to strike a balance between empirical and historical knowledge on the one hand, and theoretical understanding on the other. Empirically, covers some of the most important events, developments, and issues in international politics, concentrating on the post-Cold War period. Theoretically, introduces the most important concepts and scholarly traditions in the discipline of international relations. Designed as an introduction to familiarize students who have no prior background in the subject, and recommended for first and second year students intending to take upper-level international relations courses.

LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions to determine whether previous background or sophomore, junior, or senior standing is necessary.

201b. Law and Society. Spring 2003. Mr. Morgan.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

202b. The American Presidency. Spring 2003. Ms. Martin.

An examination of the presidency in the American political system, including the election process, advisory systems, the institutional presidency, relations with Congress and the courts, and decision-making in the White House.

203b. American Political Parties. Spring 2003. Mr. Hetherington.

Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, the role of political parties in the evolution of American politics is discussed. Special attention is given to the present political context, which has been characterized by the relative absence of mass party identification and a radically different role for party organizations. Of particular import are the reasons for and implications of party decline.

204b. Congress and the Policy Process. Fall 2002. Ms. Martin.

An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, and executive-congressional relations.

205b. Campaigns and Elections. Fall 2002. Ms. Globetti.

Though campaigns and elections are essential to the functioning of democracy, citizens and political observers increasingly view them as perverting the system. Drawing from the scholarly literature and our own analysis of the 2000 presidential campaign, we assess how justified this view actually is. Examines theories of individual voting behavior, communications and persuasion research, and the institutional arrangement within which campaigns operate. Investigates how the mass media, nominating system, campaign finance laws, candidates, and voters interact to shape the electoral environment and, ultimately, government outputs.

[209b. Introduction to Political Behavior.]

210b. Constitutional Law I. Every fall. Fall 2002. Mr. Morgan.

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

Prerequisite: **Government 150** or **250**, or permission of the instructor.

211b. Constitutional Law II: Civil Rights and Liberties. Every spring. Spring 2003. Mr. Morgan.

Examines questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210.**

214b. Environmental Policy and Politics. Every spring. Spring 2003. Mr. John.

Examines alternative ways to protect our physical environment. Analyzes environmental policies and the regulatory regime that has developed in the United States, as well as new approaches such as free-market environmentalism, civic environmentalism, environmental justice, and sustainable development. Explores current debates over fisheries, sprawl, and climate change, as well as proposals for fundamental reform at EPA. (Same as **Environmental Studies 202.**)

Prerequisite: **Environmental Studies 101.**

216b. Maine Politics. Every fall. Fall 2002. Mr. Potholm.

An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree state. An analysis of key precincts and Maine voting paradigms are included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such interest groups as SAM and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

224b. West European Politics. Fall 2002. Ms. Weigle.

Analyzes the dynamics of European parliamentary political systems: formation of governments, parliamentary lawmaking, electoral systems and their impact on political outcomes, public "confidence" as it makes or breaks governments, weak and strong constitutional courts, executive-legislative-judicial relations. Addresses the contemporary political scene in Britain, France, Germany, Italy. How has Tony Blair's Labour Party attempted to "Clintonize" Britain? How did Germany's first "Red-Green" coalition under Gerhard Schroeder reshape German politics? How do economic and social problems determine politics in France and Italy? Finally, a class project addresses "Immigration and the Nation" in Europe. Is nationalism compatible with democracy and cultural diversity? How has immigration affected nationalism, politics, and social life? Students pursue projects having to do with these and other identity-related issues. *Note:* The European Union is not examined in this course, as it is a separate course, **Government 225, The Politics of the European Union,** offered in the spring.

225b. The Politics of the European Union. Spring 2003. Ms. Weigle.

Detailed study of Europe's new "super-government" and the process of creating a single political entity out of fifteen (soon to be more) politically, socially, and culturally diverse European nations. Focus on European integration into a single Union, with its own Constitution, from 1958 to the present, emphasizing three themes: Integration Theory (the move from national to all-European policymaking), supra-national political institutions (European Commission, Parliament, Court of Justice, Council of Ministers), and European Union policies (Euro-welfare, economic convergence and the "euro," Euro-law, and Euro-foreign policy. Students complete a research paper as the basis for their participation in the class Model-EU role-playing session at the semester's end.

226b,d. Middle East Politics. Fall 2002. Mr. Waxman.

Introduction to the politics of the Middle East region (taken to comprise Iran, Israel, Turkey, and the Arab states). Combines a thematic approach to the study of the region with a historical overview of the domestic and international factors that have shaped and/or continue to shape its politics. Begins with a review of the modern history of the region with the establishment of the modern state system in the wake of World War I; however, the historical focus is upon the period after World War II until the present day. Then examines a number of topics of importance in the contemporary politics of the region, illustrated with reference to select countries (notably, Iran, Israel, Turkey, Egypt, Saudi Arabia). Presupposes no previous knowledge of the region, with an objective to inspire students to pursue further study of the Middle East, formally or informally.

227b,d. Chinese Politics. Spring 2003. Mr. Guo.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system established in the 1950s and politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also dealt with. (Same as **Asian Studies 227.**)

228b,d. Chinese Foreign Policy. Fall 2003. Mr. Guo.

An analytic survey of the history and evolution of China's foreign relations from the inception of the People's Republic of China in 1949. Emphasis is on China's evolving strategic thinking in the context of changing international and regional (the Asia-Pacific) power configuration since the Cold War. Topics include actors, institutions, and processes of foreign policy decision-making; national security and the military; foreign economic relations; Sino-U. S. relations; the Taiwan issue; the South China Sea dispute; the resurgence of nationalism; "greater China"; and the linkages between domestic politics and foreign policy. (Same as **Asian Studies 228.**)

229b,d. Politics of Southeast Asia. Spring 2003. Mr. Guo.

Starts with a survey of the political landscape of tropical Southeast Asia and proceeds to investigate the fundamental forces driving political changes in this region of rich diversity in culture, religion, ethnicity, mystic beliefs, and political traditions. Topics include nation building and the role of colonial history in it, regime legitimacy, political protests (often spearheaded by college students) and armed insurgence, the different responses to the challenges of modernization, causes and consequences of rapid economic growth, dynamics of the political processes, and the attempts by political elites at culturally-bounded human rights and democracy. (Same as **Asian Studies 229.**)

230b. Post-Communist Russian Politics and Society. Every fall. Fall 2002. Ms. Weigle.

The collapse of the Soviet Union offers the compelling opportunity to study both the demise of a mighty empire and the nature of the new state that emerges from its ashes. The course uses the unique chance at the turn of the twenty-first century to study how a democracy is born, in this case in the sprawling country of a once-mighty Russia. What are the successes and failures of a decade of democratic state and society construction in Russia? How do idealistic principles of political democracy and economic liberalism go awry when applied in the context of a post-communist political structure, culture, and crisis of values? The spotlight turns to politics under the eccentric Boris Yeltsin and his KGB-schooled successor Vladimir Putin, "Kremlin capitalism" and its dominance by money-hungry oligarchs, the emergence of civil society in the face of authoritarian rule, social problems and cultural quirks, the peculiarly Russian brand of feminism and its impact on both men and women, and the institutional and cultural impediments to democracy and liberalism.

[231b,d. Human Rights and Democracy in East Asia.]

232b,d. Japanese Politics and Society. Fall 2002. Mr. Laurence.

Surveys the institutions and groups that shape Japanese politics and policy-making. Focuses on the nature of policy-making, the constraints that decision-makers face, and the authority that they possess. Explores what makes Japanese politics "unique," and what caused the political upheavals of the 1990s. Looks at social issues, including the role of women, the status of ethnic minorities, education, and the media. (Same as **Asian Studies 282.**)

233b. Advanced Comparative Politics: Government, War, and Society. Every spring. Spring 2004. Mr. Potholm.

An examination of the forces and processes by which governments and societies approach and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

[236b,d. Global Media and Politics.]

240b. Classical Political Philosophy. Fall 2002. Ms. Yarbrough.

Examines the answers of Plato and Aristotle to the most pressing human questions: What is the best way to live? What is the relationship of the individual to the political community? What is justice, and how important is virtue in perfecting the individual? What does justice require for women? What is friendship? Readings include *Apology and the Republic,* as well as Aristotle's *Politics, Ethics, and Rhetoric.*

241b. Modern Political Philosophy. Spring 2003. Mr. Bove.

A survey of modern political philosophy from Machiavelli to Hegel. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, and Hegel.

242b. Politics and Culture. Spring 2003. Mr. Bove.

Examines the meaning of culture and its significance in political life and human affairs generally. The central issue is whether culture complements, completes, or enriches politics, or conversely, whether it is a rival or even a threat to politics. Topics include the political importance of art and ethnicity, the culture-civilization debate, multiculturalism and the "culture wars," universality versus particularity of culture, culture in the human sciences. Authors read range from the eighteenth century to the present, and may include Rousseau, Kant, Schiller, Arnold, Nietzsche, T.S. Eliot, I. Berlin, C. Taylor, and R. Williams.

Prerequisite: One course in political theory or permission of the instructor.

[244b. Liberalism and Its Critics.]

245b. Contemporary Political Philosophy. Fall 2003. Mr. Bove.

Surveys political philosophy in Europe and the United States since 1945. Examines a broad array of topics, including the revival of political philosophy, relativism, rationalism, contemporary liberal theory, communitarianism, conservatism, multiculturalism, feminism, and postmodernism. Authors may include Strauss, Arendt, Oakeshott, Berlin, Hayek, Rawls, Sandel, Taylor, Walzer, Okin, Habermas, and Foucault.

Prerequisite: One course in political theory or permission of the instructor.

[246b. Religion and Politics.]

[249b. Eros and Politics.]

250b. American Political Thought. Fall 2002. Ms. Yarbrough.

Examines the political thought of American statesmen and writers from the founding to the twentieth century. Readings include the *Federalist Papers*, the writings of Thomas Jefferson, the Anti-federalists, Tocqueville, Thoreau, Calhoun, Lincoln, Frederick Douglass, W.E.B. Du Bois, Booker T. Washington, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and others.

255b. Approaches to Political Science: Quantitative Analysis in Political Science. Spring 2003. Mr. Hetherington.

Examines the use of quantitative methods to study political phenomena. Discusses the nature of empirical thinking and how principles used for years by natural scientists, such as causation and control, have been adopted by social scientists. Introduces what these methods are and how they might be useful in political research, and applies these methods, with particular emphasis on the use of survey data. Using quantitative methods, employs statistical computing software as a research tool. This course might be useful to those who are considering a Senior Honors Project.

260b. International Law. Fall 2002. Mr. Springer.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

262b. Environmental Politics and Policy in Maine. Every spring. Mr. John.

Intensive study of environmental issues in Maine, with comparisons to similar situations in other parts of the world. Addresses issues of sprawling patterns of development, marine resources, forest management, recreation, environmental justice, and others; addressing scientific, cultural, and economic aspects of environmental issues, as well as policy and politics. Students conduct field work on specific topics of interest. (Same as **Environmental Studies 364.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

[263b. International Environmental Policy.]

265b. International Political Economy. Fall 2002. Mr. Guo.

Examines the politics underlying international economic relationships. Asks why and how it is that countries are sometimes able and sometimes unable to realize the benefits of trade. Looks at the political consequences of international trade and global finance at both the national and international level. Examines conflicts and cooperation in international economic relations and the effects of globalization on social structures, on inequality, and on national sovereignty. No previous experience in economics needed.

267b,d. International Relations in East Asia. Spring 2004. Mr. Guo.

Examines international relations in East Asia from a regional perspective, while considering the impact of outside states on power relations and patterns of interaction in the region. Topics include cultural and historical legacies; nationalism and politics of economic development; flash points in the region, such as Korea, Taiwan, the South China Sea, and the associated foreign policy issues; and broad trends and recent developments in the areas of trade, investment, and regional integration. (Same as **Asian Studies 267.**)

270b. American Foreign Policy: Its Formulation and the Forces Determining Its Direction. Spring 2003. Mr. Springer.

The major theories concerning the sources and conduct of American foreign policy since World War II. Emphasizes the interrelationship of political, social, and economic forces that shape United States diplomacy.

274b. Theories of International Relations. Spring 2003. Mr. Waxman.

Surveys different theoretical approaches to explaining and understanding world politics. Reviews the historical development of the academic discipline of international relations and examines the major contemporary theories, concepts, and debates in the field. Particular attention is paid to the assumptions underlying the theories, to understanding the principal actors in world politics, to their methodologies, and to the issues with which they are most concerned. The relevance of specific theories and theory in general for how we make sense of world politics is critically assessed throughout.

[284b,d. Arab-Israeli Conflict.]

291b–294b. Intermediate Independent Study. The Department.

LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not open to first-year students.

302b. Advanced Seminar in National Security Law and Policy. Fall 2002. Mr. Wiley.

Defines "national security" — defense or military, economic, technological, environmental, weapons proliferation, and immigration control. Examines law of shared—and separation of—powers, the domestic effect of international law, war (declared or general, undeclared or limited, and covert), internal security (emergency powers and FBI and CIA intelligence agency activities), access to information (Freedom of Information Act and restraints on publication), international economic activity controls, and technology transfer restrictions. Considers roles of state and local government law and regulation.

303b. The Law and Politics of Freedom of Speech. Fall 2002. Mr. Morgan.

While focusing primarily on American material, students have the option of choosing speech controversies in other politics as the subject of their seminar papers.

304b. Advanced Seminar in American Politics: Presidential-Congressional Relations. Spring 2003. Ms. Martin.

Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. The relationship between the executive branch and Congress in the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy is explored.

306b. Controversies in Political Behavior. Fall 2002. Mr. Hetherington.

Takes an in-depth look at some of the scholarship and controversies regarding ordinary Americans and their relationship with politics. Begins by examining and analyzing the theoretical foundation that underlies the study of mass political behavior, focusing mainly on the United States. Topics include voting, participation, attitudes about the political system, and how much people know about politics. In addition to working with the literature, students learn, and apply in their own studies, the techniques and methodologies that political behavioralists use to study political phenomena.

320b. Politics and Anti-Politics in East Central Europe. Spring 2003. Ms. Weigle.

Examines the roots and consequences of the peaceful, but politically explosive revolutions of 1989 in Poland, Hungary, Czechoslovakia, East Germany, and the Balkans that ended communism and changed the face of Europe. Initial focus on the complex interplay of empires and nationalism that produced these Central European countries, social and political life before and during communism, the Solidarity Movement and the Pope in Poland, the velvet revolution in the then Czechoslovakia, the managed revolution in Hungary, the fall of the wall in Germany, the birth of democracies on the ashes of communism. Uses novels and films, as well as primary source documents, to capture the feel of life in East Central Europe.

332b,d. Advanced Seminar in Japanese Politics. Spring 2004. Mr. Laurence.

Analyzes the political, social, and cultural underpinnings of policymaking in post-war Japan. Explores the differences between Japanese and western forms of democracy, and asks if there is a unique "Japanese" form of democratic capitalism. Questions include: What features of the Japanese system enabled the country to achieve stunning economic growth while maintaining very high levels of income equality and social welfare, and low unemployment? And how sustainable will the system be in the future? (Same as **Asian Studies 332.**)

Prerequisite: **Asian Studies 282** or **Government 232.**

333c,d. Advanced Seminar in Chinese Politics. Fall 2003. Mr. Guo.

Understanding the process of political change in China by exploring the various underlying driving forces: marketization, globalization, social dislocation, and rampant corruption, etc.; how these are reshaping the socioeconomic foundation of the party-state, compelling changes in governance structure and in the ways power is contested and redistributed; how the CCP's responses affect the outcome, and how it is transforming itself in the process of epic change. (Same as **Asian Studies 333**).

Prerequisite: **Government 227.**

335c,d. Advanced Seminar on East Asian Development. Fall 2002. Mr. Guo.

Explores questions raised by the powerful post-war surge of the East Asian economies and their abrupt turn of fortune precipitated by the 1997 financial meltdown. At focus are the role of the "developmental state" and the changing context of state-market relations driven by growth and globalization. Competing explanations and the associated new trends in international political economy are examined in an effort to search for more fruitful ways of understanding. No economics background required. (Same as **Asian Studies 335**).

337b,d. Advanced Seminar in Human Rights and Democracy in East Asia. Spring 2003. Mr. Laurence.

Are human rights universal, or culturally determined? Does democracy mean different things in different countries? How do Confucian, Buddhist, and Western liberal perspectives on moral and political questions vary? And what are "Asian Values"? Historical and contemporary cases include the Nanking massacre, the "comfort women" issue, U.S. war crimes in Vietnam, the status of women in modern Asian countries, and the role of the media in creating, reflecting, and distorting reality. Demands close textual reading and in-depth discussion, culminating in a substantive research project. (Same as **Asian Studies 337**).

Prerequisite: One course in Asian studies and one course in government, or permission of the instructor.

341b. Advanced Seminar in Political Theory: Tocqueville. Spring 2003. Ms. Yarbrough.

More than 150 years after its publication, *Democracy in America* remains the most powerful sympathetic critique of modern liberal democracy ever written. Careful reading of the text and selected secondary sources leads to examination of Tocqueville's analysis of the defects to which the democratic passion for equality gives rise and consideration of possible solutions that, in contrast to the Marxist and Nietzschean critiques, aim at preserving the liberal democratic way of life.

[346b. Nietzsche.]

[347b. The Idea of Progress in American Political Thought.]

361b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Spring 2004. Mr. Potholm.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2003. Mr. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the ES senior seminar requirement. (Same as **Environmental Studies 363.**)

Prerequisite: **Government 260, 261,** or **263,** or permission of the instructor.

[365b. Negotiation and Mediation in International Conflict.]

401b–404b. Advanced Independent Study and Honors. The Department.

History

Professors
Daniel Levine
Paul L. Nyhus**
Kidder Smith
Allen Wells
Associate Professors
Sarah F. McMahon
Patrick J. Rael
Randolph Stakeman
Susan L. Tananbaum, *Chair*

Assistant Professors
Dallas G. Denery
Paul Friedland
K. Page Herrlinger
Joint Appointment with Asian Studies
Assistant Professor Thomas Conlan*
Joint Appointment with Environmental Studies
Assistant Professor Matthew W. Klingle

Visiting Instructor
Purnima Dhavan
Coastal Studies Scholar-in-Residence and Adjunct Lecturer in History
Connie Y. Chiang
Department Coordinator
Charlotte H. Magnuson

Requirements for the Major in History

The departmental offerings are divided into the following fields: Europe, the United States, Africa, East Asia, South Asia, and Latin America. Students may, with departmental approval, define fields that differ from those specified above.

The major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which four or more courses are taken. No more than five courses in any region will count toward the major. At least one of the courses in the field of concentration must be a 300-level seminar or a 400-level advanced independent study taken at Bowdoin.

2. One intermediate seminar in any field of history, to be taken at Bowdoin, preferably by the end of the sophomore year. It is recommended that students complete at least one 200-level course prior to taking an intermediate seminar.

3. At least three courses taken from two of the following fields: East Asia, South Asia, Africa, or Latin America.

4. One pre-modern course.

5. No more than two courses numbered below 200 can be counted toward the major; these must be taken prior to the junior year. No more than one such course can count toward the field of concentration.

6. Students participating in off-campus study may count no more than two history courses per semester toward the history major. A total of three history courses taken away from Bowdoin may count toward the history major. No more than two courses taken away from Bowdoin can count toward the field of concentration.

The program chosen to meet the requirements for the major in history must be approved by a departmental advisor. Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with the departmental advisor, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

With departmental approval, a student may receive credit toward the history major for college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. In the sophomore year, a student who anticipates study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere.

All history majors seeking departmental honors will enroll in at least one semester of the Honors Program (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. To be eligible to register for Honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Requirements for the Minor in History

The minor consists of five courses. Three courses are to be taken in one field of concentration and two in a subsidiary field; both fields should be chosen from the list specified by the department for a major.

Curriculum

Although first-year seminars and 100-level courses are designed as introductory courses for students who have not taken college-level courses in history, first-year students and all non-majors may also enroll in any lecture course numbered **200–289.**

Intermediate seminars, listed beginning on page 172, are not open to first-year students. Most of these seminars have a prerequisite of one history course.

Advanced seminars or Problems Courses, listed beginning on page 174, are open to history majors and minors and to other juniors and seniors with sufficient background in the discipline.

First-Year Seminars

The following seminars, designed for first-year students, are introductory in nature. They do not assume that students have a background in the period or the area of the particular seminar topic. The seminars introduce students to the study of historical methods, the examination of particular questions of historical inquiry, and the development of analytical skills in reading and writing. The seminars are based on extensive reading, class discussion, and multiple short, critical essays. Enrollment is limited to sixteen students in each seminar.

For a full description of first-year seminars, see pages 134–43.

10c. Travel, History, and the European Imagination. Fall 2002. Mr. Denery.

12c. Utopia: Intentional Communities in America, 1630–1997. Spring 2003. Ms. McMahon.

13c. Lyndon Baines Johnson: War on Poverty; War in Vietnam. Fall 2003. Mr. Levine.

14c. Joshua Lawrence Chamberlain and His Times. Fall 2002. Mr. Rael.

17c,d. The Cuban Revolution. Fall 2002. Mr. Wells.

18c. Turning the Twentieth Century. Fall 2002. Ms. Scanlon.

20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2003. Ms. Tananbaum.

(Same as **Women's Studies 20.**)

21c. Players and Spectators: History, Culture, and Sports. Fall 2002. Ms. Tananbaum.

22c. The Invention of Africa. Spring 2003. Mr. Stakeman.
(Same as **Africana Studies 22.**)

24c,d. Contemporary Argentina. Fall 2003. Mr. Wells.

27c,d. Love, Longing, and Desire: Finding Salvation in Early-Modern South Asia. Fall 2002. Ms. Dhavan.
(Same as **Asian Studies 27.**)

28c,d. Seekers' Lives. Spring 2003. Mr. Smith.
(Same as **Asian Studies 28.**)

Introductory, Intermediate, and Advanced Courses

For intermediate seminars **208, 209, 210, 211, 226, 238, 239, 247, 249, 251, 253, 285,** and **289**, and advanced problems courses, see pages 172–76.

105c. Medieval Spain. Fall 2003. Mr. Nyhus.
A survey of medieval Spain serving as an introduction to medieval studies. Reviews the many cultures—Visigothic, Islamic, Jewish, and Christian—that flourished in medieval Spain and the relations among these cultures.

[125c. Entering Modernity: European Jewry.]

139c. The Civil War Era. Fall 2002. Mr. Rael.
Examines the era of the Civil War and the Reconstruction that followed it, roughly from the 1830s through the 1870s. The course is divided into thirds: the first deals with the coming of the war, the second with the war itself, and the last with Reconstruction. Considers military, economic, constitutional, and social changes wrought by the conflict. Readings include several novels and films. Students are expected to enter with a basic knowledge of American history, and with a commitment to participating in large class discussions. (Same as **Africana Studies 139.**)

140c. War and Society. Spring 2004. Mr. Rael.
Explores the nature of warfare from the fifteenth century to the present. Following John Keegan, its central premise is that war is a reflection of the societies and cultures that wage it. This notion is tested by examining the development of war-making in Europe and the Americas from the period before the emergence of modern states, through the great period of state formation and nation-building, to the present era, when the power of states to wage war in the traditional manner seems seriously undermined. Throughout, emphasis is placed on contact between European and non-European peoples.

142c. The United States since 1945. Fall 2003. Mr. Levine.
Consideration of social, intellectual, political, and international history. Topics include the Cold War; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian, or anti-Keynesian economic policies; and the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his or her own choice. Limited to first- and second-year students. Others may enroll at the start of the semester, if room is available.

162c,d. The Black Atlantic World. Spring 2003. Mr. Stakeman.

During the four centuries of the Atlantic slave trade, some fifteen to twenty million Africans were landed in the New World. From these Africans grew large black populations and African American cultures that continue to this day. Topics include New World cultural adaptation in religion (Voudon, Santeria, Afro Christianity) and music (spirituals, blues, jazz, reggae, and hip hop); political ideas and movements (back to Africa, pan Africanism, anti-colonialism, and black power); and literature (Harlem Renaissance/New Negro, negritude, 1960s Black Renaissance, post-colonial black world literature). (Same as **Africana Studies 102.**)

180c,d. Living in the Sixteenth Century. Fall 2003. Mr. Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **Asian Studies 180.**)

[201c. History of Ancient Greece: Bronze Age to the Death of Alexander.]

202c. Ancient Rome. Spring 2003. Ms. Polinskaya.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. The course introduces different types of sources—literary, epigraphical, archaeological, etc.—and students learn how to use them as historical documents. (Same as **Classics 212.**)

204c. Magic, Religion, and Science in the West. Spring 2003. Mr. Denery.

Traces the origins of the scientific revolution to the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft and Renaissance hermeticism.

206c. Northern Europe during the Renaissance and Early Reformation. Fall 2002. Mr. Nyhus.

A survey of the political and social history of northern Europe, 1450–1530, with special emphasis on the cultural impact of the Renaissance and early Reformation.

207c. Medieval Europe: From the Rise of Christianity to the Eves of the Renaissance and Reformation. Fall 2002. Mr. Denery.

Examines the social, cultural, religious, and economic development of medieval Europe from the origins of Christianity to the beginnings of the Protestant Reformation. Particular attention is paid to the varying relations between church and state, the birth of urban culture and economy, institutional and popular religious movements, and the early formation of nation states.

213c. Modern France: 1789 to the Present. Spring 2003. Mr. Friedland.

Many countries entered the modern world gradually, but France experienced profound cultural and political revolts almost every twenty years. Follows the French people though all of these transformations, from the political revolts and cultural revolutions of ~~the~~ nineteenth century, through the rise and fall of France as a great world power in the twentieth century.

216c. The French Revolution. Fall 2003. Mr. Friedland.

In the turbulent and violent years from 1789 to 1815, France experienced virtually every form of government known to the modern world. After a brief overview of the old regime, the focus turns to exploration of the politics of the Revolution, as well as Revolutionary culture in general (the arts, theater, songs, fashion, the cult of the guillotine, attitudes towards race and gender). Uses texts and images produced by the Revolutionaries themselves whenever possible.

[217c. Twentieth-Century Germany.]

218c. The Making of Modern Russia, 1800–1917. Spring 2004. Ms. Herrlinger.

The nineteenth century was a time of great social upheaval, cultural revolution, and political change throughout Europe. Nowhere was the scale of those transformations more dramatic than in Imperial Russia. Surveys the experience of Old Regime Russia as it struggled to assert and define itself against an influx of Western ideas and "modernity" in all its various forms. Ends with the Revolutions of 1905 and February 1917, which brought down the monarchy, and helped pave the way for the Bolshevik seizure of power.

219c. Russia's Twentieth Century: Revolution and Beyond. Spring 2003. Ms. Herrlinger.

Examines major transformations in Russian society, culture, and politics from the final decades of Imperial Russia through the fall of the Soviet Union in 1991. Among the topics explored through novels, film, diaries, memoirs, and other primary sources are: the rise of the revolutionary movement and the Revolutions of 1905 and 1917; the building of socialism under the Bolsheviks; the rise and demise of the "Soviet system" from Stalin to Brezhnev; and the period of "glasnost" and "perestroika" under Gorbachev.

220c. Judaism, Christianity, and Antisemitism. Spring 2004. Ms. Tananbaum.

An analysis of the persistence of anti-Jewish attitudes through history, with a special emphasis on the Hitler regime's attempt to destroy European Jews and their culture. Beginning with a brief overview of the Greco-Roman world and medieval Europe, emphasizes the rise of racial and political antisemitism and the experiences of victims, bystanders, and perpetrators of the Holocaust. Readings focus on primary texts and secondary analysis. Students have the opportunity to develop individual research projects.

221c. History of England, 1485–1688. Fall 2003. Ms. Tananbaum.

A survey of the political, cultural, religious, social, and economic history of early modern England, from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics for consideration include the Tudor and Stuart monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

223c. Modern Britain, 1837 to the 1990s. Fall 2002. Ms. Tananbaum.

A social history of modern Britain from the rise of urban industrial society in the early nineteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

224c. The Modern Middle East: The Arab-Israeli Conflict. Spring 2003. Ms. Tananbaum.

A historical overview of the Middle East during the nineteenth and twentieth centuries, with particular emphasis on the Arab-Israeli conflict. Focuses on the disintegration of the Ottoman Empire, the role of Islam, British rule in the region, Palestine, Jewish and Arab nationalism, and the *intifada,* and ends with a discussion of peace initiatives.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Spring 2004. Ms. Pearlman.

Evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors—geography, natural resources, politics, industrialization, transportation, planning, and architectural design—are considered as determinants of city form. Topics include the shaping of capital cities, housing parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **Environmental Studies 227**.)

229c. The Growth of the Welfare State in Britain and America: 1834 to the Present. Spring 2003. Mr. Levine.

A study in the comparative history of the ideology and institutions of the welfare state in two countries that are similar in some ways but quite different in others. Readings in the laws, legislative debates, ideological statements, and economic and sociological analyses.

230c. Interpretations of American History. Spring 2004. Mr. Levine.

Considers four or five topics from the American Revolution to the present, as related to social change, including the American Revolution, slavery, Jacksonian democracy, the cold war, and the philosophy of history. Students read different works on the same subject and discuss how and why historians come to different conclusions about the same subject. Many history majors have found this course crucial because of its emphasis on critical reading and because it deals explicitly with the philosophy of history and historiography. Non-majors may find the course useful as a review survey of American history and for practice in reading analytically and writing critical essays. *Students should not buy books before the first class, since not all students will read each book.*

231c. Social History of Colonial America, 1607–1763. Spring 2004. Ms. McMahon.

A study of the founding and growth of the British colonies in North America. Explores the problems of creating a new society in a strange environment; the effects of various goals and expectations on the development of the thirteen colonies; the gradual transformation of European, Native American, and African cultures; and the later problems of colonial maturity and stability as the emerging American society outgrew the British imperial system.

232c. History of the American West. Fall 2002. Mr. Klingle.

Survey of what came to be called the Western United States from the early sixteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **Environmental Studies 232**.)

233c. American Society in the New Nation. Fall 2002. Ms. McMahon.

A social history of the United States from the Revolutionary era through the age of Jackson. Topics include the social, economic, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the shape of the new republic; the emergence of an American identity; and the diverging histories of the North, South, and West in the early nineteenth century.

236c,d. The History of African Americans, 1619–1865. Spring 2003. Mr. Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including: the Old World contexts to slavery in North America, the Atlantic slave trade, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and finally, the coming of the Civil War and the death of slavery. Sources include important slave narratives and several films. (Same as **Africana Studies 236**.)

237c,d. The History of African Americans from 1865 to the Present. Fall 2003. Mr. Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. Throughout, emphasis is placed on recovering the voices of African Americans through primary sources. (Same as **Africana Studies 237.**)

242c. Environmental History of North America. Fall 2003. Mr. Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the impact of nature on human events. Topics include the "Columbian exchange," race and class relations, gender and labor, the role of science and technology, the influence of the westward expansion and colonialism, politics, urbanization, and the changing understandings of "nature" in North American cultures. (Same as **Environmental Studies 242.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

243c. The Civil Rights Movement. Fall 2002. Mr. Levine.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **Africana Studies 241.**)

244c. City, Anti-City, and Utopia: The Urban Tradition in America. Spring 2005. Ms. Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **Environmental Studies 244**.)

245c,d. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Spring 2003. Ms. Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Africana Studies 245** and **Women's Studies 245.**)

246c. Women in American History, 1600–1900. Spring 2003. Ms. McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines the changing roles and circumstances of women in both public and private spheres, focusing on family responsibilities, paid and unpaid work, education, ideals of womanhood, women's rights, and feminism. Class, ethnic, religious, and racial differences—as well as common experiences—are explored.

248c. Family and Community in American History. Fall 2003. Ms. McMahon.

Examines the American family as a functioning social and economic unit within the community from the colonial period to the present. Topics include gender relationships; the purpose of marriage; philosophies of child-rearing; demographic changes in family structure; organization of work and leisure time; relationships between nuclear families and both kinship and neighborhood networks; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life.

252c,d. Colonial Latin America. Fall 2002. Mr. Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil.

255c,d. Modern Latin America. Fall 2003. Mr. Wells.

Traces the principal economic, social, and political transformations in Latin America from the wars of independence to the present. Focuses on the national trajectories of Mexico, Cuba, Peru, Brazil, Argentina, and Chile, with some attention to the countries of Central America. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems; the politics of state-building, reform, and revolution; industrialization and class formation; military regimes and foreign intervention; and the emergence of social movements.

256c,d. Environment and Society in Latin America. Spring 2004. Mr. Wells and Mr. Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **Environmental Studies 256.**)

258c,d. Latin American Revolutions. Spring 2003. Mr. Wells.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four cases of attempted revolutionary change—Cuba, Chile, Nicaragua, and Guatemala. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development.

259c,d. History of South Asia, 1700–2002. Fall 2002. Ms. Dhavan.

Both a chronological and thematic introduction to the most significant historical moments and controversies in modern South Asian history. Topics include Hindu-Muslim interactions, pre-modern empire building, the establishment and impact of British rule, Indian nationalism, Partition, democracy and authoritarianism in post-independence South Asia, contemporary religious fundamentalism, the South Asian diaspora, and nuclear proliferation in the late 1990s. (Same as **Asian Studies 259.**)

262c,d. Slavery and the Slave Trade in Pre-Colonial Africa. Fall 2002. Mr. Stakeman.

An examination of slavery within Africa, the slave trade on the African continent, and African connections to the intercontinental slave trade to the New World. Investigates the role of slavery in the African societies, the influence of Islam on slavery, the conduct and economic role of the slave trade, and the social, political, and economic effects of slavery and the slave trade on African states and societies. (Same as **Africana Studies 262.**)

264c,d. Islamic Societies in Africa. Fall 2003. Mr. Stakeman.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **Africana Studies 264** and **Women's Studies 264.**)

265c,d. The Political Economy of South Africa. Spring 2004. Mr. Stakeman.

An introduction to the political and economic processes that have shaped black/white relations and an examination of the prospects for the development of a successful multi-racial society, economic development, and political stability. (Same as **Africana Studies 265.**)

266c,d. African History to 1850. Fall 2003. Mr. Stakeman.

An examination of broad themes in sub-Saharan Africa from several centuries B.C.E. to about 1850. Topics include pastoral and agricultural societies; the expansion of "Bantu" speakers; the emergence of medieval states and regional and intercontinental trading systems; European coastal trade, the rise of the slave trade, and the impact of the slave trade on African societies, as well as the underdevelopment of Africa.(Same as **Africana Studies 266.**)

267c,d. Africa Since 1850. Fall 2002. Mr. Stakeman.

An examination of the most important events of the past 150 years that have shaped today's Africa. Topics include the East African slave trade and the end of slavery in Africa, Islamic jihads and states, European conquest and forms of resistance and collaboration, the nature of colonial rule, the emergence of cash cropping and (forced) migrant labor, African nationalism and "flag" independence, the rise and fall of Apartheid, and the political troubles of post-independence Africa. (Same as **Africana Studies 267.**)

271c,d. The Material Culture of Ancient China. Spring 2004. Mr. Smith.

Addresses material culture in China from ca. 400 to 100 B.C., while the great unification of empire was occurring. Topics include what people ate; how they wrote, fought, and built; how we know such things about them; and how this civilization can be compared with others. (Same as **Asian Studies 271.**)

272c,d. Zen in China: A Historical Critique. Spring 2003. Mr. Smith.

Zen claims to be "a teaching beyond words," but its adherents in China have left voluminous records, often in acrimonious dispute about doctrine, reputation, and even property. Examines the paradoxical doctrinal and social aspects of Zen in the medieval period. (Same as **Asian Studies 272.**)

275c,d. Modern China. Fall 2004. Mr. Smith.

Introduction to the history of China from 1840 to the present. Studies the confrontation with Western imperialism, the fall of empire, the Republican period, and the People's Republic. (Same as **Asian Studies 275**.)

276c,d. A History of Tibet. Fall 2002. Mr. Smith.

Examines three questions: What was old Tibet? Is Tibet part of China? What are conditions there now? Analyzes the complex interactions of politics and society with Buddhist doctrine and practice. (Same as **Asian Studies 276.**)

278c,d. The Foundations of Tokugawa Japan. Spring 2005. Mr. Smith.

Addresses problems in the creation and early development of the Tokugawa (1600–1868) state and society, including the transformation of samurai from professional warriors into professional bureaucrats and the unanticipated growth of a quasi-autonomous urban culture. (Same as **Asian Studies 278**.)

279c. Surf, Sand, and Sea: The American Coastline in Historical Perspective. Fall 2002. Ms. Chiang.

Examines the historical development of the American coastline, focusing on the Pacific Coast, with a comparative concentration on New England. Considers environmental changes on the coast, the coast as a zone for social and cultural activities, and Americans' shifting perceptions of and attitudes toward their shorelines. Topics include European exploration, Native American-white relations, immigration, labor, fisheries and whaling, scientific research, political management, tourism and amusements, beach and surfer culture, and the coastline in American popular culture. Extensive readings, weekly discussions, and papers based upon primary and secondary documents, literature, and films. (Same as **Environmental Studies 279**.)

283c,d. The Origins of Japanese Culture and Civilization. Spring 2003 and Spring 2004. Mr. Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. We try to reconstruct the tenor of life through translations of primary sources, and gain a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **Asian Studies 283.**)

284c,d. The Emergence of Modern Japan. Fall 2003. Mr. Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of industrialization in the late nineteenth century, which resulted in imperialism, international wars, and ultimately, the post-war recovery. (Same as **Asian Studies 284.**)

286c,d. Japan and the World. Spring 2003. Mr. Conlan.

Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and culture in East Asia. (Same as **Asian Studies 286.**)

Intermediate Seminars

The following seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is available in the intermediate (200-level) lecture courses. They are intended for majors and non-majors alike, but, because they are advanced intermediate courses, they assume some background in the discipline and may require previous course work in history or the permission of the instructor (see individual course descriptions for prerequisites). Enrollment is limited to sixteen students. The intermediate seminars are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

208c. Cultural Production during the Middle Ages. Spring 2003. Mr. Denery.

Seminar. Examination of medieval intellectual history as a cultural phenomenon. Investigates how the rise of literacy and the formation of new institutional and social settings shaped intellectual practice in various places—the monastery, the university, the noble court, the town—and among various sorts of people—monks, laymen, courtiers, and theologians.

Prerequisite: Previous course in European history or relevant course in another department.

209c. Art, Literature, and Power in Sixteenth-Century Europe. Fall 2003. Mr. Nyhus.

Seminar. Analysis of political power and social hierachy in sixteenth-century Europe. Special attention is given to literature, e.g., Machiavelli, Marguerite of Navarre, and Rabelais, and to art, e.g., Gentile Bellini, Dürer, Bruegel, and German woodcuts.

210c. Modernity and Its Critics. Fall 2002. Mr. Friedland.

Seminar. Explores the concept of modernity through the eyes of its greatest critics. Authors read include Rousseau, Burke, Dostoevsky, Nietzsche, Marx, Weber, Kafka, Freud, Benjamin, Adorno, Hokheimer, Heidegger, and Foucault.

211c. Holocaust: History and Historiography. Spring 2003. Ms. Tananbaum.

Seminar. Explores several topics in the history of the Holocaust. Considers the European context and Jewish life in Europe on the eve of World War II. In particular, reviews historical debates in order to understand differing interpretations of the past. Topics include antisemitism, responses of surrounding populations, Jewish leadership, resistance, and the role of the Church.

Prerequisite: Previous course in European or Jewish history, or permission of the instructor.

226c. The City as American History. Fall 2002. Mr. Klingle.

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history, from the seventeenth century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students write several short papers and one longer paper based upon primary and secondary sources.

[235c. Green Injustice: Environment and Equity in North American History.]

238c. Reconstruction. Spring 2003. Mr. Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a bi-racial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstrucction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention is paid to the deeply conflicted ways historians have approached this period over the years. (Same as **Africana Studies 238.**)

Prerequisite: Previous course in history.

239c. Nature and Culture in the American Landscape. Fall 2003. Ms. Pearlman.

Seminar. Focuses on Americans' changing conceptions of nature as they transformed a rural nation into an industrial and largely urban nation. Topics include the agrarian myth in American history, the opening and building of the American West, and the impact of new technologies and modes of transportation on the landscape. Authors and artists include Thomas Jefferson, Ralph Waldo Emerson, Frederick Law Olmsted, Frederick Jackson Turner, Leo Marx, J. B. Jackson, and William Cronon. Students write a semester-long research paper. (Same as **Environmental Studies 393**.)

247c. Maine: A Community and Environmental History. Fall 2002. Ms. McMahon.

Seminar. Examines the evolution of various Maine ecological communities—inland, hill country, and coastal. Begins with pre-colonial habitats and the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of those communities through the early twentieth century. Research projects focus on the agricultural and ecological history of two local rural properties and their surrounding neighborhoods. (Same as **Environmental Studies 247.**)

Prerequisite: Previous course in history or permission of the instructor.

249c. History of Women's Voices in America. Spring 2004. Ms. McMahon.

Seminar. Examination of women's voices in America from 1650 to the present, as these emerged in private letters, journals, and memoirs; poetry, short stories, and novels; prescriptive literature, essays, and addresses. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **Women's Studies 249.**)

Prerequisite: Previous course in history.

251c. The United States in the Nineteenth Century. Fall 2003. Mr. Rael.

Seminar. An opportunity to hone advanced writing skills through the study of history. Begins with close readings of historical arguments regarding a variety of topics in the history of the United States in the nineteenth century, including party systems, the market revolution, class and racial formation, gender, removal of Native Americans, slavery, Civil War, the Reconstruction, corporatism, the labor movement, and modernism. Explores the nature of historical arguments with an eye toward students' writing. Culminates in a single, rigorous 8–10 page essay developed from primary sources, and resulting from a series of peer-reviewed exercises.

253c,d. Land and Labor in Latin America. Spring 2003. Mr. Wells.

Seminar. Examines economic theories that historically have been advanced to explain the process of development (and underdevelopment) in Latin America. In the latter portion of the course, students test these theories by applying them to specific economic problems currently facing Latin America.

[281c,d. The Courtly Society of Heian Japan.]

285c,d. Warring States. Spring 2004. Mr. Conlan.

Seminar. Examines the experience of "premodern" war in Europe, China, and Japan through chronicles, documents, and visual sources. (Same as **Asian Studies 285.**)

289c. New York City. Spring 2003 and Spring 2004. Mr. Levine.

Seminar. Starts with the Civil War and draft riots, but concentrates on late nineteenth and twentieth centuries, with perhaps six themes: ethnicities (including ethnic neighborhoods and ethnic conflict), class (including conflict, labor unions, wealth, and poor neighborhoods), how New York works (subways, water system, parks, bridges), politics (Theodore Roosevelt, Tammany, LaGuardia, etc.), New York as a culture center (including formal institutions like museums and orchestras and informal activities like groups of artists, sports), and the decline of manufactures and growth of FIREman (Finance, Insurance, Real Estate).

Advanced Seminars

The 300-level problems courses in history engage students in the close investigation of certain historical "problems." Following a critical reading and discussion of representative primary and secondary sources, with attention to issues of methodology and interpretation, students develop an independent, primary research topic related to the central problem of the course, which culminates in an analytical essay of substantial length. Sufficient background in the discipline and field is assumed, the extent of it depending on whether these courses build upon courses found elsewhere in the history curriculum. Enrollment is limited to sixteen students. Majors in fields other than history are encouraged to consider these seminars.

Problems in Early European History

300c. Visual Images and Social Conflict in the Sixteenth Century. Fall 2002. Mr. Nyhus.

A research seminar that analyzes painting and more popular art, such as woodcuts, as interpretations of social conflicts in the sixteenth century.

Problems in Modern European History

311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia. Fall 2002. Ms. Herrlinger.

Compares and contrasts the nature of society and culture under two of this century's most "totalitarian" regimes—fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russian is strongly recommended, and students may focus their research project on either country, or a comparison of both.

314c. The History of Crime and Punishment in Modern Europe. Spring 2004. Mr. Friedland.

Explores changing definitions of crime and the attempts to eradicate it, from the spectacles of torture and execution in old regime Europe to modern "correctional facilities." Particular attention is paid to revolutionary regimes (Revolutionary France, Revolutionary Russia, Nazi Germany, etc.) Students prepare an original research paper on the related topic of their choosing.

Problems in British History

321c. The Victorian Age. Spring 2004. Ms. Tananbaum.

An interdisciplinary study of the Victorian era in England. Explores the changing political milieu, issues of industrial progress and poverty, the status of men and women in domains such as the home, work, health, education, and philanthropy. Emphasizes critical reading of primary and secondary sources, discussion, and research methods. Students play a prominent role in leading discussion and undertake a major research paper.

[322c. Race, Gender, and Ethnicity in British and European Society.]

328c. Nature's Stories: Research Methods in Environmental History. Spring 2003. Mr. Klingle.

Environmental history has emerged in the past thirty years to become a vital new method for studying the past. Explores some of the major debates within this fast-growing field, discusses different interpretive methods and theories, and assesses different types of historical sources from a transnational perspective. Selected topics include race and gender, public health and the body, commodities and systems of economic exchange, historical interpretations of science and technology, labor and class relations, and state power and colonial regimes. Students help lead discussion through short presentations and reading response papers, in addition to writing a major research paper on a topic of their choice, based upon original research.

Problems in American History

332c. Community in America, 1600–1900. Fall 2003. Ms. McMahon.

Explores the ideals of community in American history, focusing on change, continuity, and diversity in the social, economic, and cultural realities of community experience. Examines the formation of new communities on a "frontier" that moved westward from the Atlantic to the Pacific; the changing face of community that accompanied modernization, urbanization, and suburbanization; and the attempts to create alternative communities either separate from or contained within established communities.

333c. Research in Twentieth-Century African-American History. Fall 2002. Mr. Levine.

The College has extensive source collections on this subject: papers of the Congress of Racial Equality and of the Student Nonviolent Coordinating Committee, White House Central Files of Civil Rights during the Kennedy and Johnson administrations, FBI surveillance records, and much more. Students' research centers on this material. (Same as **Africana Studies 333**.)

Prerequisite: Previous course in twentieth-century United States history.

336c,d. Research in Nineteenth-Century United States History. Spring 2004. Mr. Rael.

Research-oriented course for majors and non-majors alike. Students may focus on virtually any topic of their choice, though topics may also stem from Bowdoin's rich collections. Course culminates in a single 25-30 page research paper. (Same as **Africana Studies 336.)**

Prerequisite: One previous course in History.

Problems in Latin American History

354c,d. Problems of Underdevelopment in Latin America. Spring 2004. Mr. Wells.

First examines economic theories that historically have been advanced to explain the process of development (and underdevelopment) in Latin America. Students proceed to test these theories by applying them to a specific economic problem currently facing Latin America.

Problems in Asian History

370c,d. Problems in Chinese History. Every fall. Mr. Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. (Same as **Asian Studies 370.**)

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

451c, 452c. Honors Seminar. Every year. The Department.

Interdisciplinary Majors

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has nine interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, English and theater, Eurasian and East European studies, geology and chemistry, geology and physics, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

Art History and Archaeology

Requirements

1. **Art 101, 212, 222,** and one of **Art 302** through **388; Archaeology 101, 102,** and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388.**
3. One of the following: **Classics 101, 211, 212,** or **291** (Independent Study in Ancient History); **Philosophy 111;** or an appropriate course in religion at the 200 level.
4. Either **Art 401** or **Archaeology 401.**

Art History and Visual Arts

Requirements

1. **Art 101.**
2. Art History: One non-Eurocentric course numbered 110 or higher; four additional courses numbered 200 or higher; and one 300-level seminar.
3. Visual Arts: **Art 150, 160,** and either **250** or **260;** and three additional courses in visual arts, at least one of which must be numbered 270 or higher.

Chemical Physics

Requirements

1. **Chemistry 109** and **251; Mathematics 161, 171,** and **181** or **223; Physics 103, 104,** and **229.**
2. **Chemistry 252** or **Physics 310.**
3. Two courses from **Chemistry 254, 310, 340, 350,** or approved topics in **401, 402, 451** or **452; Physics 223, 251, 256, 320,** or approved topics in **401, 402, 451** or **452.** At least one of these must at the 300 level or above. Other possible electives may be available; interested students should check with the departments.

Computer Science and Mathematics

Requirements

1. **Computer Science 101, 103, 105** or **107,** and **210.**
2. **Mathematics 181** and either **200** or **228.**
3. **Computer Science 231** and **289.** (Same as **Mathematics 231** and **289.**)
4. Two additional Computer Science courses from: **250,** any 300-level, and **401.**
5. Three additional Mathematics courses from: **224, 225, 244, 249, 262, 264, 288,** and **401.**

Independent study (**291**) may be applied to the major upon approval of the appropriate department.

English and Theater

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with a significant emphasis on the critical study of drama and literature. Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in English and theater, rather than in either field individually. Students completing an honors project should be guided by faculty in both fields. Students who decide to take this major are encouraged to work with advisors in both fields. Students wishing to study abroad are allowed to count three courses in approved study away programs such as CBB, the National Theater Institute, or elsewhere toward the requirements for the major.

Requirements

1. An English first-year seminar or 100-level course, preferably **English 106.**

2. Four theater courses from the following, at least one of which must be at the 200 level: **101, 102, 103, 120, 130, 140, 220, 240, 250,** or **270**.

3. One course from **English 210, 211**, or **212**; one course from **English 223** or **230**.

4. One course in modern drama, either **English 262**, or its equivalent in another department, such as **French 315**.

5. One 300-level course in theater, and one 300-level English seminar.

6. One elective in English and one elective in theater or dance at the 200 level or higher.

Eurasian and East European Studies

Description

The interdisciplinary major in Eurasian and East European Studies combines the study of the Russian language with related courses in anthropology, economics, German, government, history, music, Russian, and women's studies. The major emphasizes the common aspects of the geo-political area of Eurasia and East Europe, including the European and Asian countries of the former USSR, East Central Europe, and the Balkans. The Eurasian and East European Studies (EEES) major allows students to focus their study on one cultural, social, political or historical topic, illuminating the interrelated linkages of these countries.

In the past, students studying Russian have had double majors in the above disciplines. This major combines these fields into a study of one common theme, in order to provide a multi-disciplinary introduction to the larger region, while allowing for an in-depth study of the student's specific geographical area of choice. EEES independent study allows an interested student to work with a faculty member(s) in order to merge introductory and advanced course work into a focused and disciplined research project. Course work in the Russian language or other regional languages is expected to start as early as possible in the student's academic career.

Careful advising and consultation with EEES faculty members is essential to plan a student's four-year program, taking into consideration course prerequisites, the rotation of courses, and/or sabbatical or research leaves. Independent study allows a student to conduct interdisciplinary research under the careful guidance of two or more advisers or readers.

Requirements

1. Two years of Russian (**Russian 101, 102, 203, 204,** or the equivalent in another language, i.e., Bulgarian, Polish, Serbian/Croatian, etc.).

2. Four courses from the concentration core courses after consultation with EEES faculty. At least one course should be at the 200 level and one at the 300 level or above. Upon petition to EEES faculty, a student completing the EEES concentration can satisfy the requirement by substituting a course from the complementary list of Russian courses (listed below) or through independent studies in those cases in which: 1) faculty members are on sabbatical leave, 2) the course is not rotated often enough, 3) a course is withdrawn (when a faculty member leaves), and/or 4) a new, related course is offered on a one-time-only basis.

3. Any two courses outside the EEES concentration to be selected from the complementary ist below, one at the 200 and one at the 300 level, or above. With approval of an EEES faculty member, requirements (2) and (3) may be fulfilled in part by an independent study in the concentration or in the area of complementary courses.
4. Only one introductory course or first-year seminar may count toward the major.
5. An honors project in either concentration requires two semesters of independent study for a total of 11 courses in the major. EEES offers three levels of honors.
6. Off-campus study at an approved program, particularly the Nevsky Institute in St. Petersburg, is strongly recommended. Up to three courses in an approved program may be counted toward the major.
7. If students choose a double major in EEES and Russian, only the first two years of language (**Russian 101, 102, 203,** and **204**) may be double counted. No other courses may be double counted.

EEES Concentration Core and Complementary Courses beyond Russian 204

A. Concentration in Russian/East European Politics, Economics, History, Sociology, and Anthropology.

Core courses:

Anthropology 246 Peoples and Societies of the Balkans
Economics 221 Marxian Political Economy
Government 230 Post-Communist Russian Politics
Government 320 Politics and Anti-Politics in East Central Europe
History 218 History of Russia, 1825-1953
History 219 Russia's Twentieth Century: Revolution and Beyond
History 311 Experiments in Totalitarianism: Nazi Germany and Soviet Russia
Women's Studies 218 Sex and Socialism: Gender and Political Ideologies of the 20th Century
Women's Studies 227 Women and World Development: Gender, Economic Development and Transition

B. Complementary courses in Eurasian and East European Literature and Culture:

German 317 Post-1945 Literature and Culture
German 398 East German Literature and Culture
Music 273 Chorus
Music 274 Chorus
Russian 20 The Great Soviet Experiment through Film
Russian 21 The Culture of Nationalism
Russian 215 Russia, the Slavs, and Europe
Russian 220 Nineteenth-Century Russian Literature
Russian 221 Soviet Worker Bees, Revolution, and Red Love in Russian Film
Russian 222 Women in Russian Society and Culture
Russian 223 Dostoevsky and the Novel
Russian 251 Central Asia through Film and Literature

Courses in Russian:

Russian 307 Russian Folklore
Russian 309 Nineteenth-Century Russian Literature
Russian 310 Modern Russian Literature
Russian 316 Russian Poetry

Geology and Chemistry

Requirements

1. **Chemistry 109** and four courses from the following: **Chemistry 210, 225, 226, 240, 251,** and approved advanced courses.
2. **Geology 101, 202,** and **262.**
3. Two courses from the following: **Geology 220, 260,** and **275.**
4. **Physics 103** and **Mathematics 161** and **171.**

There are many different emphases a student can give to this major, depending on his or her interests. For this reason, the student should consult with the geology and chemistry departments in selecting electives.

Geology and Physics

Requirements

1. **Chemistry 109; Geology 101, 202, 241, 265; Mathematics 161, 171; Physics 103, 104,** and **223.**
2. Either **Physics 255** or **300.**
3. Three additional courses, 200-level or above, in geology and/or physics.

Mathematics and Economics

Requirements

1. Six courses in mathematics as follows: **Mathematics 181, 222, 225, 265;** and two of **Mathematics 224, 249, 264, 269, 304.**
2. Either **Computer Science 210** or **Mathematics 244** or **255** or **305.**
3. Four courses in economics as follows: **Economics 255, 256, 316,** and one other 300-level course.

Latin American Studies

Administered by the Latin American Studies Committee;
Allen Wells and Enrique Yepes, *Co-chairs*
Gerlinde W. Rickel, *Program Coordinator*
(See committee list, page 323.)

Latin American Studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and South America. Its multidisciplinary approach is designed to bring the scholarly methods and perspectives of several disciplines together in fostering increased understanding of Latin America's history, political and economic realities, cultural diversity, and range of aesthetic expression. Competence in Spanish (or another appropriate language such as French or Portuguese, with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America.

Requirements for the Major in Latin American Studies

The major in Latin American Studies consists of nine courses, including the following:

1) **Spanish 207. Latin American Cultures.**

2) Two of the following courses:

   a. **History 252, Colonial Latin America,** or **History 255, Modern Latin America.**

   b. A 200-level course in anthropology or sociology focused on Latin America.

3) **A concentration of four additional courses** centered on a particular geographic region (Andean region, Caribbean, Mesoamerica, Southern Cone, etc.) or theme (colonization, cultural hybridity, indigenous cultures, globalization, development issues, gender relations, etc.) The four-course concentration will be selected by each major in consultation with the faculty in Latin American Studies. The courses for the concentration should be primarily at the 200- or 300-level.

4) An elective course in Latin American Studies, outside of the student's area of concentration.

5) **In the senior year, each major will complete a one or two-semester independent study project or honors thesis.** Each student will meet weekly with his or her major advisor for the project and will present his or her research in monthly seminars with students and faculty in Latin American Studies.

With the exception of courses taken at the CBB Quito Center, a maximum of two courses from Bowdoin-approved off-campus study programs may count toward the major. A maximum of two credits of independent study may be counted toward the major. Courses in which D grades are received will not count toward the major.

Requirements for the Minor in Latin American Studies

The minor consists of at least one course at Bowdoin beyond the intermediate level in Spanish, **History 255 (Modern Latin American History)**, and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval by the Latin American Studies Committee of a written prospectus of the work contemplated.

Students may choose from the following list of courses to satisfy requirements for the major or minor in Latin American Studies. For full course descriptions and prerequisites, see the appropriate department listings.

A. Latin American Studies:
Latin American Studies 401–402

B. Anthropology:
Anthropology 228b. Language, Culture, and Emotion. Fall 2004. Ms. Van Vleet.
Anthropology 229b,d. Maya Archaeology and Ethnohistory. Fall 2002. Ms. Shaw.
Anthropology 232b,d. Central American Stories: Circulation and Power. Spring 2003. Ms. Moodie.
[Anthropology 237b,d. Family, Gender, and Sexuality in Latin America.]
Anthropology 238b,d. Culture and Power in the Andes. Spring 2005. Ms. Van Vleet.

C. Art History:
Art History 130c,d. Introduction to Art from Ancient Mexico and Peru. Spring 2004. Ms. Wegner.

D. English:
English 13c,d. Introduction to Caribbean Literature. Fall 2002. Ms. Saunders.
English 285c,d. Caribbean Women's Literature. Spring 2003. Ms. Saunders.
English 287c,d. Caribbean Popular Culture: Narrative, Nationalism, and Identity. Fall 2002. Ms. Saunders.

E. French:
French 207c. Francophone Cultures. Fall 2002. Ms. Vété-Congolo.

F. History:
History 17c,d. The Cuban Revolution. Fall 2002. Mr. Wells.
History 24c,d. Contemporary Argentina. Fall 2003. Mr. Wells.
History 252c,d. Colonial Latin America. Fall 2002. Mr. Wells.
History 253c,d. Land and Labor in Latin America. Spring 2003. Mr. Wells.
History 255c,d. Modern Latin America. Fall 2003. Mr. Wells.
History/Environmental Studies 256c,d. Environment and Society in Latin America. Spring 2004. Mr. Wells and Mr. Wheelwright.
History 258c,d. Latin American Revolutions. Spring 2003. Mr. Wells.
History 354c,d. The Problem of Underdevelopment in Latin America. Spring 2004. Mr. Wells.

G. Music:
Music 124c,d. Music of South and Central America. Spring 2003. Ms. Bosse.
Music 138c,d. Music of the Caribbean. Fall 2002. Ms. Bosse.

H. Sociology:

Sociology 225b. Globalization and Social Change. Fall 2002. Mr. Bandy.

G. Spanish:

Spanish 205c. Advanced Spanish. Fall 2002. The Department.
Spanish 207c,d. Latin American Cultures. Spring 2003. Mr. Yepes.
Spanish 209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2002. Mr. Turner.
Spanish 210c. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2003. Ms. Cueto-Asín.
Spanish 320–329c. Topics in Hispanic American Literature. Every year.
Spanish 321c. The Gaze: Reading Modern Poetry in the Americas. Fall 2002. Mr. Yepes.
[Spanish 332c. Spanish American Short Story.]
Spanish 351c. Senior Seminar in Spanish. Spring 2003. Ms. Cueto-Asín.

Mathematics

Professors
William H. Barker, *Chair*
Stephen T. Fisk
R. Wells Johnson
James E. Ward

Associate Professors
Adam B. Levy**
Rosemary A. Roberts†
Assistant Professors
Matthew G. Killough
Thomas Pietraho

Visiting Assistant Professor
Jennifer Taback
Laboratory Instructor and Tutor
Raymond E. Fisher
Department Coordinator
Suzanne M. Theberge

Requirements for the Major in Mathematics

A major consists of at least eight courses numbered 200 or above, including at least one of the following—**Mathematics 262, 263,** or a course numbered in the 300s.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

All majors should take basic courses in algebra (e.g., **Mathematics 222** or **262**) and in analysis (e.g., **Mathematics 223** or **263**), and they are strongly encouraged to complete at least one sequence in a specific area of mathematics. Those areas are algebra (**Mathematics 222, 262,** and **302**); analysis (**Mathematics 243, 263,** and **303**); applied mathematics (**Mathematics 224, 264,** and **304**); probability and statistics (**Mathematics 225, 265,** and **305**); and geometry (**Mathematics 247** and **307**). In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course which counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered 200 or above, at least one of which must be **Mathematics 243, 247,** or any mathematics course numbered 262 or above. For students who major in computer science and who therefore take **Mathematics 200** or **228, 231,** and **289,** the minor consists of a minimum of three additional courses numbered 200 or above, at least one of which must be **Mathematics 243, 247,** or any mathematics course numbered 262 or above.

Interdisciplinary Majors

The department participates in interdisciplinary programs in computer science and mathematics and mathematics and economics. See pages 177 and 180.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching: **Computer Science 103, 105,** or **107, Mathematics 222, 225, 242, 247, 262, 263, 265, 288.**

For graduate study: **Mathematics 222, 223, 243, 262, 263,** and at least one course numbered in the 300s.

For engineering and applied mathematics: **Mathematics 223, 224, 225, 243, 244, 264, 265, 288, 304.**

For mathematical economics and econometrics: **Mathematics 222, 223** or **263, 225, 244, 249, 265, 269, 288, 304, 305,** and **Economics 316.**

For statistics and other interdisciplinary areas: **Mathematics 222, 224, 225, 243, 244, 255, 265, 305.**

For computer science: **Computer Science 220, 231; Mathematics 200, 222, 225, 228, 244, 249, 262, 265, 288, 289.**

For operations research and management science: **Mathematics 220, 222, 225, 249, 265, 269, 288, 305,** and **Economics 316.**

Introductory, Intermediate, and Advanced Courses

60a. Introduction to College Mathematics. Every spring. The Department.

Material selected from the following topics: combinatorics, probability, modern algebra, logic, linear programming, and computer programming. This course, in conjunction with **Mathematics 161** or **165,** is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

65a. Statistical Reasoning. Every spring. The Department.

An introduction to the ideas of statistics. Students learn how to reason statistically and how to interpret and draw conclusions from data. The course is designed for students who want to understand the nature of statistical information. Open to first-year students and sophomores who want to improve their quantitative skills. It is recommended that students with a background in calculus enroll in **Mathematics 165.**

Prerequisite: Recommendation of the director of the Quantitative Skills Program and permission of the instructor.

161a. Differential Calculus. Every semester. The Department.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

165a. Introduction to Statistics and Data Analysis. Every fall. Ms. Taback.

Students learn to draw conclusions from data using exploratory data analysis and statistical techniques. Examples are drawn primarily from the life sciences. The course includes topics from exploratory data analysis, the planning and design of experiments, probability and statistical inference. The computer is used extensively. Not open to students who have taken a college-level statistics course (such as **Mathematics 65, Psychology 250** or **Economics 257**).

171a. Integral Calculus. Every semester. The Department.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161** or equivalent.

172a. Integral Calculus, Advanced Section. Every fall. The Department.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171.** Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

181a. Multivariate Calculus. Every semester. The Department.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171** or equivalent.

200a. Introduction to Mathematical Reasoning. Every semester. Mr. Fisk.

An introduction to logical deductive reasoning, mathematical proof, and the fundamental concepts of higher mathematics. Specific topics include set theory, induction, infinite sets, permutations, and combinations. An active, guided discovery classroom format.

Prerequisite: **Mathematics 161.**

222a. Linear Algebra. Every spring. Mr. Killough.

Topics include vectors, matrices, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, discrete dynamical systems, Markov chains, least-squares approximation, and Fourier series.

Prerequisite: **Mathematics 181** or permission of the instructor.

[223a. Vector Calculus.]

224a. Applied Mathematics: Ordinary Differential Equations. Every fall. Mr. Killough.

A study of some of the ordinary differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, competitive economic markets, and design flaws. (Computer software is used as an important tool, but no prior programming background is assumed.)

Prerequisite: **Mathematics 181** or permission of the instructor.

225a. Probability. Every fall. Mr. Ward.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181.**

[228a. Discrete Mathematical Structures.]

231a. Algorithms. Every fall. Mr. Majercik.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems. (Same as **Computer Science 231.**)

Prerequisite: **Computer Science 210** and **Mathematics 200** or **228,** or permission of the instructor.

242a. Number Theory. Every other fall. Fall 2002. Mr. Johnson.

A standard course in elementary number theory which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

243a. Functions of a Complex Variable. Every other fall. Fall 2003. The Department.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 171.**

244a. Numerical Methods. Every other fall. Fall 2003. Mr. Killough.

An introduction to the theory and application of numerical analysis. Topics include approximation theory, numerical integration and differentiation, iterative methods for solving equations, and numerical analysis of differential equations.

Prerequisite: **Mathematics 222** or permission of the instructor.

247a. Geometry. Every other fall. Fall 2003. Mr. Barker.

A survey of modern approaches to Euclidean geometry in two and three dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlangen Program. Symmetric figures. Scaling, measurement, and dimension.

Prerequisite: **Mathematics 171** or permission of the instructor.

249a. Optimization. Every other fall. Fall 2002. Mr. Levy.

A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems.

Prerequisite: **Mathematics 181.**

255a. Exploratory Data Techniques. Every other fall. Fall 2003. Mr. Fisk.

An introduction to the techniques of exploratory data analysis. Topics include graphical techniques, scientific visualization, discriminant analysis, principal components, canonical correlation, multi-dimensional scaling, classification, data mining, and spatial processes. Student learn how to run and interpret the output from the statistical package Splus.

Prerequisite: **Mathematics 181.**

262a. Introduction to Algebraic Structures. Every year. Spring 2003. Mr. Ward.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 222**.

263a. Introduction to Analysis. Every year. Fall 2002. Mr. Pietraho.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 181.**

264a. Applied Mathematics: Partial Differential Equations. Every other spring. Spring 2004. The Department.

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations, with an emphasis where appropriate on modern, qualitative techniques for studying the behavior of solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 224** or permission of the instructor.

265a. Statistics. Every spring. The Department.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 225.**

288a. Combinatorics and Graph Theory. Every other spring. Spring 2003. Mr. Fisk.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 200, 228, 262** or **263,** or permission of the instructor.

289a. Theory of Computation. Every spring. Mr. Chown.

What is computation? This course studies this question, and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems. (Same as **Computer Science 289.**)

Prerequisite: **Mathematics 200** or **228,** or permission of the instructor.

302a. Advanced Topics in Algebra. Every other spring. Spring 2004. Mr. Johnson.

One or more specialized topics from abstract algebra and its applications. Topics may include group representation theory, coding theory, symmetries, ring theory, finite fields and field theory, algebraic numbers, and Diophantine equations.

Prerequisite: **Mathematics 262.**

303a. Advanced Topics in Analysis. Every other spring. Spring 2003. Mr. Barker.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesque general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 263.**

304a. Advanced Topics in Applied Mathematics. Every other spring. Spring 2003. The Department.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, optimal control, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 224** or **264.**

305a. Advanced Topics in Probability and Statistics. Every other fall. Fall 2002. Ms. Taback.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 265** or permission of the instructor.

307a. Advanced Topics in Geometry. Every other spring. Spring 2004. Mr. Barker.

A survey of analytic geometry, affine geometric, projective geometry, and the non-Euclidean geometries. Culminates in a rigorous development of the geometry of four-dimensional space-time in special relativity. The unifying theme is the transformational viewpoint of Klein's Erlangen Program.

Prerequisite: **Mathematics 247.**

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

Music

Professors
Mary Hunter, *Chair*
Elliott S. Schwartz**
Associate Professors
Robert K. Greenlee†
James W. McCalla

Assistant Professor
Vineet Shende
Instructor
Joanna Bosse
Director of the Bowdoin Chorus
Anthony F. Antolini
Director of the Bowdoin Concert Band
John Morneau
Department Coordinator
Linda A. Marquis

Requirements for the Major in Music

The music major at Bowdoin is designed to give students a thorough grounding in the materials and practices of the Western classical repertory, as well as introduce them to a variety of vernacular and global traditions. The following requirements represent the normal course of a major. However, with the permission of the department, students can design their own majors, emphasizing particular topics or skills, such as American music, early music, performance, composition, or another subject of interest.

The major consists of twelve credits (ten academic courses and two performance credits): **101** (or exemption), **203, 204, 303, 304,** two from among **351, 352, 361, 385, 401,** plus any three other courses except first-year seminars. One consecutive year of private lessons on a single instrument and one year of participation in a single ensemble are also required. Independent studies can be substituted for some of the normal requirements with the permission of the department. The second semester of a two-semester honors will normally add a course to the total load.

Students interested in majoring in music should take the initial courses (**101, 203, 204**) as early in their college careers as possible, and also consult the Music Department about their direction at their earliest convenience. Students should also know that more details about majoring in music are described in the brochure "Majoring in Music at Bowdoin," available in the department office.

Requirements for the Minor in Music

The minor in music consists of six credits (five academic courses and one consecutive year of private lessons or one year of participation in a single ensemble). The five academic courses include two from among **101, 203, 204;** one more course at the 200- or 300-level; and any two other courses.

Introductory, Intermediate, and Advanced Courses

101c. Theory I: Fundamentals of Music Theory. Every year. Fall 2002. Ms. Hunter.

A course in the basic elements of Western music and their notation, through the essentials of diatonic harmony. The class concentrates equally on written theory and musicianship skills to develop musical literacy. Frequent written assignments, drills, and quizzes, and additional laboratory work in ear training and basic keyboard skills. Students with musical backgrounds who wish to pass out of Theory I must take the placement test at the beginning of the fall semester.

[111c,d. Rhythm!]

Music 120 through **149** cover specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

121c. History of Jazz I. Every other year. Fall 2002. Mr. McCalla.

A survey of jazz's development from its African-American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, and Benny Goodman—through their later careers. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 121.**)

122c. History of Jazz II. Every other year. Fall 2003. Mr. McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, Myra Melford, and the Art Ensemble of Chicago. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 122.**)

124c,d. Music of South and Central America. Spring 2003. Ms. Bosse.

A survey of various musical traditions of South and Central America, with attention paid to the relationship between sociohistorical context and artistic practice. Organized by geographic region, and addresses such larger issues as colonialism, nationalism, race, gender, and class.

130c. History of Rock Music. Spring 2003. Mr. Shende.

A study of rock music, from its blues and country beginnings to modern day heavy metal, pop, techno, and rap. Aesthetic, social, cultural, and political issues relating to rock music are explored through readings, audio recordings, and videos.

136c. Opera. Spring 2003. Ms. Hunter.

Introduction to a genre often called "ridiculous," "irrational," "extravagant," and "snobby," whose archetypal image is of large women in horns bellowing about love. In close considerations of a small number of operatic masterpieces by composers from Handel to John Adams, asks why enacting a play in song is plausible or even desirable, how a variety of composers in different epochs have solved the problems presented by this genre, and finally, how opera as a genre figures in contemporary culture. (Same as **Theater 236**.)

138c,d. Music of the Caribbean. Fall 2002. Ms. Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between sociohistorical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Africana Studies 138.**)

143c. The Symphony: Beethoven and Beyond. Fall 2002. Mr. Schwartz.

A study of the symphony during the nineteenth and twentieth centuries, with special focus on the genre's unique dramatic and structural characteristics and its historical development. Following an introductory study of classical models, including a number of examples by Beethoven, symphonies by Schubert, Brahms, Franck, Tchaikovsky, Mahler, Sibelius, Prokofiev, Ives, and Copland are among those discussed. The class travels to Portland for at least one concert or rehearsal of the Portland Symphony Orchestra.

[202c. Musical Practices of the Middle Ages, Renaissance, and Early Baroque.]

203c. Tonal Analysis. Every year. Fall 2002. Ms. Hunter.

Through a survey of music from Bach to Beethoven, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations. Knowledge of scales and key signatures, as well as ability to read bass clef, are required.

204c. Theory II. Every year. Spring 2003. Ms. Hunter.

A hands-on introduction to the processes of tonal music. Figured-bass exercises, fake-book harmonizations, and transcriptions of short pieces make up the bulk of the work. A forty-five-minute laboratory session is scheduled in addition to the regular class meetings.

Prerequisite: **Music 101** or **203.**

[214c,d. Singing across the World.]

218c. Introduction to Electronic Music. Spring 2003. Mr. Shende.

Examination of the history and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Ends with a concert of student compositions.

Prerequisite: **Music 203** or **204.**

225c,d. Music and Identity. Spring 2003. Ms. Bosse.

An examination of the relationship between musical practice and identity construction. Reading assignments include theoretical arguments on the nature of identity from scholars throughout the social sciences, as well as a number of influential ethnographic case studies that focus specifically on music and its relationship to collective identity.

Prerequisite: Previous course in music and previous course in sociology, anthropology, or psychology.

230c. Jazz on Film. Spring 2004. Mr. McCalla.

Studies the depictions of jazz musicians on film, including concert performances, documentaries, film biographies, narrative shorts and full-length fictional narratives. Coursework includes both viewings and readings about the various films' topics and the issues they raise. (Same as **Africana Studies 230.**)

Prerequisite: **Music 121** or **122.**

243c. Introduction to Composition. Fall 2002. Mr. Shende.

Designed to develop compositional skills based on stylistic practices from the twentieth century. Students learn techniques for generating and developing musical ideas via their own exercises and composition assignments, as well as through analysis of twentieth-century musical works by composers such as Adams, Berg, Crumb, Dallapiccola, Debussy, Ligeti, Lutoslawski, Musgrave, Reich, Rouse, Schnittke, Schwantner, and Tower. Ends with a concert of student compositions.

Prerequisite: **Music 203** or **204**, or permission of the instructor.

[248c. Music and Gender.]

303c. Musical Practices of the Romantic Period. Every year. Fall 2002. Mr. McCalla.

Intensive analytical study of selected nineteenth-century works—via scores, recordings, and live performances—to provide social and historical context for Romanticism, and to serve as source material for detailed examination of chromatic harmony, the erosion of functional tonality, the development of cyclic-"organic" formal processes, expansion of the sonata cycle, and the influence of nationalism upon materials, forms, and expressive content. Source materials include songs, piano pieces, chamber music, symphonies, concertos, opera, and choral works, by such composers as Beethoven, Weber, Berlioz, Schubert, Schumann, Mendelssohn, Liszt, Franck, Bizet, Brahms, Dvorak, Tchaikovsky, Wagner, Verdi, Puccini, and Mahler.

Prerequisite: **Music 204** or permission of the instructor.

304c. Musical Practices of the Twentieth Century. Every year. Spring 2003. Mr. McCalla.

Intensive analytical study of selected twentieth-century works—via scores, recordings, and live performances—to provide social and historical context for contemporary developments, and to serve as source material for a detailed examination of serialism, polytonality, and other structural alternatives to functional tonality, new rhythmic and pitch resources, heightened focus upon "texture," the use of collage and quotation, and influences originating outside the Western art music tradition. Source materials feature such composers as Debussy, Bartòk, Stravinsky, Schoenberg, Berg, Webern, Ives, Cowell, Hindemith, Shostakovitch, Britten, Barber, Cage, Babbitt, Boulez, Stockhausen, Foss, Gubaidulina, Bolcom, Crumb, Ferneyhough, and Oliveros.

Prerequisite: **Music 204** or permission of the instructor.

351c. Topics in Music History: New York/Paris/New York. Spring 2003. Mr. McCalla.

Examines the interactions of composers and musical styles in France and the United States between the two World Wars. Begins with French works that incorporate or refer to American ragtime and African American musicians who worked in France from c.1917, then turns to the new French styles of the 1920s (e.g., Ravel and "Les 6"), the school of Nadia Boulanger, and American composers who studied with her (Copland, Blitzstein, Thomson) or who worked along similar lines and helped establish a new "American" style in the late 1920s and 1930s (Sessions, Gershwin). Some attention is also given to contemporary literature and visual arts.

Prerequisite: **Music 303** or permission of the instructor.

352c. The Anthropology of Music. Fall 2002. Ms. Bosse.

Examines the core anthropological theories that have influenced ethnomusicology. Focuses on how these theories help to understand the relation between artistic practice, aesthetic disposition, and the human need for society.

Prerequisite: **Music 204** and two additional music courses, or permission of the instructor.

361c. Topics in Music Theory: Orchestration. Fall 2002. Mr. Shende.

An in-depth examination of factors to consider when writing for modern orchestral instruments. Students become familiar with all such instruments and arrange and transcribe works for ensembles such as string quartet, woodwind quintet, brass quintet, percussion ensemble, and full orchestra. Students also study scores by composers such as Brahms, Mahler, Ravel, Schoenberg, Stravinsky, and Takemitsu, in order to further their knowledge in the techniques of instrumentation.

Prerequisite: **Music 204** or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. Lessons, ensembles, and chamber ensembles may also be taken as non-credit courses.

285c–289c. Individual Performance Studies. Every year.

The following provisions govern applied music lessons for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. *The first semester of study on the first instrument will be designated* ***Music 285.*** *The second and all subsequent semesters of private lessons* **on the same instrument** *will be designated* ***Music 286.*** *The first semester of study on a* ***different*** *instrument will be designated* ***Music 287.*** *The second and all subsequent semesters of study on that second instrument will be designated* ***Music 288.*** *The number* ***Music 289*** *is reserved for all semesters of study on a third instrument.*

2. One-half credit, graded CR/F, is granted for each semester of study. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of Student Records and the Music Department.

3. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

4. Beginning with the second semester of lessons, students must perform in public at least one of the pieces they are studying. Repertory classes, certain lunchbreak concerts, and certain Music in the Library concerts all count as public performances. Such performances must be registered with the department coordinator to count for credit.

5. To receive credit for Individual Performance Studies, the student must complete two other music credits within the first two and one-half years of study, or by graduation, whichever comes first. One of these credits must be started by the second semester of study. One of these credits must be an academic course in the Music Department; the other credit may be gained by two semesters' participation in an ensemble (Chorus, Chamber Choir, Orchestra, Band, or Chamber Ensembles). The two semesters may be in different ensembles.

6. Students taking lessons for credit pay a fee of $420 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge.

7. Student Recitals. Subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the Music Department, any student may give a recital. However, due to limited funds for paid accompanists, anyone needing an accompanist for a recital during the year must sign up in the Music Office **before Thanksgiving break.** The student will be notified of the amount the department can allocate for an accompanist by the end of the fall semester. Any extra work with an accompanist will have to be paid by the student.

385c–387c. Advanced Individual Performance Studies. Every year.

Prerequisite: **Music 286.**

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. **Music 386** may be repeated for credit. The *first semester of study will be designated* ***Music 385.*** *The second and all subsequent semesters of private lessons* **on the same instrument** *will be designated* ***Music 386.*** *The number* ***387*** *is reserved for all semesters of study on a second instrument.*

2. A full credit is granted for each semester of study. To receive credit, students must register at the beginning of **each** semester of lessons in the Office of Student Records and the Music Department.

3. Admission is by departmental audition only. Students must audition with a member of the Music Department before signing up for this option. Subsequent semesters of advanced lessons on the same instrument do not require further auditions.

4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital or other written work acceptable to the faculty advisor.

5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/or context of the music. The letter grade will be determined jointly by the applied teacher and the faculty member after the recital.

6. To receive credit for advanced Individual Performance Studies, the student must complete two other music credits within the first two and one-half years of study, or by graduation, whichever comes first. One of these credits must be started by the second semester of study. One of these credits must be an academic course in the Music Department; the other credit may be gained by two semesters' participation in an ensemble (Chorus, Chamber Choir, Orchestra, Band, or Chamber Ensembles). The two semesters may be in different ensembles.

7. Fees as with half-credit lessons.

Students may count only six performance credits towards graduation, whether they take half-credit lessons, full-credit lessons, or ensemble courses.

Instructors for 2002–2003 include Julia Adams (viola), Christina Astrachan (voice), Charles Bechler (jazz piano), John Boden (French horn), Naydene Bowder (piano and harpsichord), Neil Boyer (oboe), Ray Cornils (organ), Betsey de Groff (voice), Gerhard Graml (bass), Timothy Johnson (voice), John Johnstone (classical and jazz guitar), Alan Kaschub (trumpet), Charles Kaufmann (bassoon), Stephen Kecskemethy (violin), Shirley Mathews (piano and harpsichord), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Paul Ross (cello), Robert Thompson (jazz guitar), and Krysia Tripp (flute).

Ensemble Performance Studies. Every year.

The following provisions govern ensemble:

1. Students are admitted to an ensemble only with the consent of the instructor.

2. One-half credit is granted for each semester of study. To receive credit, the student must sign up in the office of Student Records.

3. Grade is Credit/Fail.

4. Ensembles meet regularly for a minimum of three hours weekly, inclusive of time without the ensemble director; ensemble directors establish appropriate attendance policies.

5. All ensembles require public performance.

271c–272c. Chamber Choir. Mr. Greenlee.

273c–274c. Chorus. Mr. Antolini.

275c–276c. Concert Band. Mr. Morneau.

279c–280c. Chamber Ensembles. The Department.

281c–282c. World Music Ensemble. The Department.

Neuroscience

Administered by the Neuroscience Committee; Patsy S. Dickinson, *Chair*
Julie J. Bisson, *Program Coordinator*
(See committee list, page 323.)

Joint Appointment with Biology
Assistant Professor Hadley Wilson Horch
Joint Appointments with Psychology
Assistant Professor Seth Ramus
Assistant Professor Richmond Thompson†
Visiting Assistant Professor Jennifer Yates

Requirements for the Major in Neuroscience

The major consists of twelve courses, including ten core courses and two electives from the lists below. Advanced placement credits may not be used to fulfill any of the course requirements for the major. If students place out of **Biology 104** or **Psychology 101,** twelve courses related to Neuroscience must still be completed.

I. Core Courses

Introductory Level and General Courses
Biology 104a, Introductory Biology.
Psychology 101b, Introduction to Psychology.
Biology 105a, Investigations in Biology, *or*
Psychology 251b, Research Design.
Psychology 252b, Data Analysis.
Chemistry 225a, Organic Chemistry.

Introductory Neuroscience Course
Biology 213a, Introduction to Neuroscience, *or*
Psychology 218a, Physiological Psychology.

Mid-level Neuroscience Courses
Three of the following:
Biology 253a, Comparative Neurobiology.
Biology 266a, Molecular Neurobiology.
Psychology 275a, Techniques in Behavioral Neuroscience.
Psychology 276a, Laboratory in Neurobiology of Learning and Memory.

Advanced Neuroscience Course
One of the following:
Psychology 308a, Neural and Psychological Disorders.
Psychology 315a, Hormones and Behavior.
Psychology 316a, Comparative Neuroanatomy.
Psychology 318a, Comparative Animal Cognition.
Psychology 319a, Memory and Brain.
Biology 325a, Topics in Neuroscience.
Biology 326a, Developmental Neurobiology.

II. Electives: any two of the courses listed above (but not already taken) or the following courses:

Biology 212a, Genetics and Molecular Biology.
Biology 214a, Comparative Physiology.
Biology 224a, Cell Biology.
Biology 261a, Biochemistry I.
Biology 262a, Biochemistry II.
Biology 333a, Advanced Cell Biology.
Computer Science 103a, Introduction to Scientific Computing.
Computer Science 355a, Cognitive Architecture.
Psychology 210b, Infant and Child Development.
Psychology 216b, Cognition.
Psychology 217b, Neuropsychology.
Psychology 259/260b, Abnormal Personality.
Psychology 270b, Lab in Cognition.

III. Recommended Courses:

Physics 104a, Introductory Physics II.

Independent Study in Neuroscience

Neuroscience 291a–294a, Intermediate Independent Study.
Neuroscience 401a–404a, Advanced Independent Study.

Philosophy

Professor
Denis J. Corish
Associate Professors
Scott R. Sehon†
Lawrence H. Simon
Matthew F. Stuart, *Chair*

Visiting Assistant Professor
Jorge Fernández
Department Coordinator
Gerlinde W. Rickel

Requirements for the Major in Philosophy

The major consists of eight courses, which must include **Philosophy 111**, **112**, and **223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level.

Requirements for the Minor in Philosophy

The minor consists of four courses, which must include **Philosophy 111** and **112** and one course from the group numbered in the 200s. The fourth course may be from any level.

First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of first-year seminars, see pages 134–43.

11c. Free Will. Fall 2003. Mr. Corish.

[13c. The Souls of Animals.]

14c. Philosophy and Poetry. Fall 2002. Mr. Corish.

20c. Objectivity and Subjectivity. Fall 2002. Mr. Fernández.

Introductory Courses

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

111c. Ancient Philosophy. Fall 2002. Fall 2003. Mr. Corish.

The sources and prototypes of Western thought. Emphasis on the pre-Socratic philosophers, Plato and Aristotle.

112c. Modern Philosophy. Spring 2003. Mr. Stuart. Spring 2004. Mr. Sehon.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, God's relation to the world, and the free will problem. Readings from Descartes, Locke, Hume, Kant, and others.

120c. Moral Problems. Spring 2003. Mr. Simon.

Our society is riven by deep and troubling moral controversies. This course examines several moral problems in the context of current arguments, leading theoretical positions, and the question of whether and how moral controversies can be settled. Possible topics include abortion, euthanasia, physician-assisted suicide, capital punishment, obligations to the impoverished, sexuality, gender equality, pornography, and affirmative action.

142c. Philosophy of Religion. Fall 2003. Mr. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? We approach these and related questions through a variety of historical and contemporary sources, including Aquinas, Hume, Swinburne, and James. (Same as **Religion 142.**)

152c. Death. Fall 2002. Mr. Stuart.

We consider distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

Intermediate Courses

200c. History, Freedom, and Reason. Spring 2004. Mr. Simon.

A study of philosophical developments in nineteenth-century German philosophy that have had an important influence on contemporary thought: Kant; the development of idealism through Fichte and Hegel; and Marx's reactions to Hegel. Focus on issues in political philosophy and philosophy of history.

210c. Philosophy of Mind. Fall 2002. Mr. Fernández.

We see ourselves as rational agents: we have beliefs, desires, intentions, wishes, hopes, etc.; we also have the ability to perform actions, and we are responsible for the actions we freely choose. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind, and, if so, what is its status relative to other sciences? What is the relationship between mind and body? Can we have free will, or moral responsibility, if determinism is true? Readings primarily from contemporary sources.

211c. Existentialism. Spring 2003. Mr. Fernández.

Introduces an important movement in recent philosophy. Discussion of philosophical issues such as freedom, alienation, and selfhood, raised in the writings of some major existentialist writers, e.g., Kierkegaard, Nietzsche, Dostoyevsky, Sartre, and Camus.

221c. History of Ethics. Fall 2003. Mr. Simon.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in classic texts including works of Aristotle, Hume, Mill, Kant, and Nietzsche.

223a. Logic. Spring 2003. Mr. Stuart. Fall 2003. Mr. Sehon.

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise. We also demonstrate certain theorems about the formal system we construct.

225c. The Nature of Scientific Thought. Spring 2003. Mr. Corish.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction and realism are studied. Readings include such authors as Duhem, Hempel, Kuhn, Popper, Putman, and Quine, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

226c. Epistemology. Spring 2003. Mr. Fernandez.

Surveys the theory of knowledge. Topics include theories of perception, primary and secondary qualities, skepticism, self-knowledge, the problem of induction, and the nature of justification. Readings from historical and contemporary sources.

[227c. Metaphysics.]

[237c. Language and Reality.]

258c. Environmental Ethics. Spring 2004. Mr. Simon.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Environmental Studies 258.**)

Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

331c. Plato. Spring 2004. Mr. Corish.

A study of some of the principal dialogues of Plato, drawn chiefly from his middle and later periods. The instructor selects the dialogues that are read, but topics to be studied depend on the particular interests of the students.

Prerequisite: **Philosophy 111** or permission of the instructor.

335c. The Philosophy of Aristotle. Spring 2003. Mr. Corish.

A textual study of the basics of Aristotle's philosophy. Aristotle's relationship to Plato, his criticism of the Platonic doctrine of Forms, and Aristotle's own doctrines of substance, causation, actuality, potentiality, form, and matter are discussed. Some of the Aristotelian disciplines of logic, physics, metaphysics, psychology, and moral philosophy are examined in terms of detailed specific doctrines, such as that of kinds of being, the highest being, the soul, and virtue.

338c. Kant. Fall 2002. Mr. Stuart.

A detailed examination of *The Critique of Pure Reason,* one of the most challenging books in the history of Western philosophy, but also one of the most influential. The *Critique* encompasses such topics as the nature of time and space, the problem of skepticism, idealism, self and self-knowledge, the status of religious belief, and the free will problem.

[340c. Contemporary Ethical Theory.]

[345c. Locke's *Essay.*]

392c. Advanced Topics in Environmental Philosophy. Fall 2002. Mr. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the relation between human well-being, the ethics of consumption and nature, environmental policy, and our obligation to future generations; ecology, social choice mechanisms, and the evaluation of environmental risk; and the relation between poverty and environmental problems. (Same as **Environmental Studies 392**.)

291c–294c. Intermediate Independent Study. The Department.

399c. Advanced Seminar: Moral Theory. Spring 2003. Mr. Simon. Spring 2004. Mr. Sehon.

An in-depth examination of a topic of current philosophical interest. Students read recent books or journal articles, and invite the authors of those works to discuss them with the group. Typically, this involves visits by three guest philosophers per semester. Limited to philosophy majors; others with permission of the instructor.

401c–404c. Advanced Independent Study and Honors. The Department.

Physics and Astronomy

Professor
Dale A. Syphers, *Chair*
Associate Professors
Madeleine E. Msall
Stephen G. Naculich

Assistant Professors
Mark O. Battle
Thomas W. Baumgarte
Visiting Assistant Professor
Magdalen Normandeau

Laboratory Instructors
Mike Mikhaiel
Karen Topp
Department Coordinator
Elsa N. Martz

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult page 41. A major student with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

Requirements for the Major in Physics

A student majoring in physics is expected to complete **Mathematics 161, 171, Physics 103, 104, 223, 229**, and four more approved courses above **104**, one of which may be **Mathematics 181** or above. At least five physics courses taken at Bowdoin are required.

For honors work, a student is expected to complete **Mathematics 181** and **Physics 103, 104, 223, 229, 300, 310, 451,** and four more courses, one of which may be in mathematics, above **Mathematics 181.** Students interested in interdisciplinary work may, with permission, substitute courses from other departments. **Geology 265** is an approved physics course.

Requirements for the Minor in Physics

The minor consists of at least four Bowdoin courses numbered **103** or higher, at least one of which is **Physics 104, 223,** or **229.**

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics, and geology and physics. See pages 177 and 180.

Introductory, Intermediate, and Advanced Courses

62a. Contemporary Astronomy. Spring 2003. The Department.

A mix of qualitative and quantitative discussion of the nature of stars and galaxies, stellar evolution, the origin of the solar system and its properties, and the principal cosmological theories. Students who have taken or are concurrently taking any physics course numbered over 100 will not receive credit for this course.

63a. Physics of the Twentieth Century. Every fall. Fall 2002. The Department.

Explores the growth of twentieth-century physics, including theoretical developments like relativity, quantum mechanics, and symmetry-based thinking, and the rise of new subdisciplines such as atomic physics, condensed-matter physics, nuclear physics, and particle physics. Some attention is given to the societal context of physics, the institutions of the discipline, and the relations between "pure" and "applied" physics. Students who have taken or are concurrently taking any physics course numbered over 100 will not receive credit for this course. Familiarity with standard secondary school mathematics is required.

[80a. Light and Color.]

[81a. Physics of the Environment.]

103a. Introductory Physics I. Every semester. Fall 2002. MR. BATTLE AND THE DEPARTMENT. Spring 2003. MR. SYPHERS.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. The course shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week.

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher. The fall semester is intended for first- and second-year students. Juniors and seniors are strongly encouraged to take this course in the spring.

104a. Introductory Physics II. Every semester. Fall 2002 and Spring 2003. MS. MSALL.

An introduction to the interactions of matter and radiation. Topics include: the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: A grade of at least C in **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

162a. Stars and Galaxies. Every spring. Spring 2003. MR. BAUMGARTE.

A quantitative introduction to astronomy, with emphasis on stars, stellar dynamics and the structures they form, from binary stars to galaxies. Topics include stellar evolution, white dwarfs, neutron stars, black holes, quasars, and the expansion of the universe. Intended for both science majors and non-majors who are secure in their mathematical skills. A working familiarity with algebra, trigonometry, and geometry is expected, but no calculus is used. This course does not satisfy pre-med or other science departments' requirements for a second course in physics.

Prerequisite: **Mathematics 161** or higher.

223a. Electric Fields and Circuits. Fall 2002. MR. SYPHERS.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear network theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement. Three hours of laboratory work per week.

Prerequisite: **Physics 104** and **Mathematics 171** or higher, or permission of the instructor.

229a. Statistical Physics. Spring 2003. MR. BATTLE.

The course develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** and **Mathematics 171** or higher, or permission of the instructor.

240a. Modern Electronics. Spring 2003. MR. SYPHERS.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics will include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: A grade of at least C in **Physics 103,** or permission of the instructor.

250a. Acoustics. Fall 2003. Ms. Msall.

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, to give the student a technical understanding of our aural experiences.

Prerequisite: A grade of at least C in **Physics 103,** or permission of the instructor.

251a. Physics of Solids. Usually every other spring. Spring 2004. The Department.

An introduction to the study of the thermal, mechanical, electrical, and magnetic properties of solids. Merges a qualitative and quantitative understanding of the behavior of solids and their applications in modern technology. Applications include solid state lasers, semiconductor circuitry, and superconducting magnets.

Prerequisite: **Physics 104.**

255a. Physical Oceanography. Fall 2002. Mr. Battle.

An introduction to the oceans and the calculation of their motions, including surface and internal waves. Some attention is given to the problems of instrumentation and the techniques of measurement. (Same as **Environmental Studies 255.**)

Prerequisite: **Physics 104** or permission of the instructor.

[256a. Atmospheric Physics.]

262a. Astrophysics. Fall 2003. Mr. Baumgarte.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisite: **Physics 104,** or permission of the instructor.

275a. Relativity. Every other year. Spring 2004. Mr. Baumgarte.

An introduction to special and general relativity, including the Galilean and Einsteinian principles of relativity, Lorentz transformations and the "paradoxes" of special relativity, space-time diagrams and four-vectors, energy-momentum and relativistic dynamics, and the Schwarzschild solution of general relativity and its many applications.

Prerequisite: **Physics 104.**

280a. Nuclear and Particle Physics. Every other spring. Spring 2003. Mr. Battle.

An introduction to the physics of subatomic systems, with a particular emphasis on the standard model of elementary particles and their interactions. Basic concepts in quantum mechanics and special relativity are introduced as needed.

Prerequisite: **Physics 104.**

291a–294a. Intermediate Independent Study. The Department.

Topics to be arranged by the student and the staff. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

300a. Methods of Theoretical Physics. Every spring. Spring 2003. Mr. Baumgarte.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Mathematics 181** or **223,** and **Physics 104,** or permission of the instructor.

301a. Methods of Experimental Physics. Every spring. Spring 2003. Ms. Msall.

Intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

Prerequisite: **Physics 223** or permission of the instructor.

302a. Methods of Computational Physics. Every other fall. Fall 2002. Mr. Baumgarte.

An introduction to the use of computers to solve problems in physics. Problems are drawn from several different branches of physics, including mechanics, hydrodynamics, electromagnetism, and astrophysics. Numerical methods discussed include the solving of linear algebra and eigenvalue problems, ordinary and partial differential equations, and Monte Carlo techniques.

Prerequisite: **Physics 104** and **Computer Science 103** or **107**, or permission of the instructor.

310a. Introductory Quantum Mechanics. Every fall. Fall 2002. Mr. Syphers.

An introduction to quantum theory, solutions of Schroedinger equations, and their applications to atomic systems.

Prerequisite: **Physics 300.**

320a. Electromagnetic Theory. Every other fall. Fall 2003. The Department.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 223** and **300,** or permission of the instructor.

370a. Advanced Mechanics. Every other fall. Fall 2002. Mr. Baumgarte.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

401a–404a. Advanced Independent Study. The Department.

Topics to be arranged by the student and the staff. Students doing advanced independent study normally have completed a 300-level physics course.

451a–452a. Honors. The Department.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, the physics of metals, general relativity, nuclear physics, and particle physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: **Physics 310.**

Psychology

Professors	*Assistant Professor*
Barbara S. Held	Samuel P. Putnam
Louisa M. Slowiaczek, *Chair*	*Joint Appointments with Neuroscience*
Associate Professors	Assistant Professor Seth J. Ramus
Suzanne B. Lovett	Assistant Professor Richmond R. Thompson†
Paul E. Schaffner	Visiting Assistant Professor Jennifer R. Yates
	Department Coordinator
	Donna M. Trout

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, pages 195–96). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises ten courses numbered 100 or above. These courses are selected by students with their advisors and are subject to departmental review. The ten courses include **Psychology 101, 251, 252;** two laboratory courses numbered 260–279 (completed, if possible, before the senior year); two advanced (300-level) courses; and three electives numbered 200 or above. Note that the requirements of two laboratory courses may not be met by only taking **Psychology 275** and **276**. Similarly, the requirements of two advanced courses may not be met by only taking **Psychology 309** and **310**, or only **Psychology 320** and **321**, or only two of the following four courses: **Psychology 315, 316, 318**, and **319**. Independent study courses at any level count as electives, but do not count toward the required laboratory courses or the two advanced courses. A grade of C or better must be earned in all courses counted toward the major. Majors are encouraged to consider an independent study course on a library, laboratory, or field research project during the senior year.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to enroll in **Psychology 251** and **Psychology 252** their second year. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and should plan to enroll in two 300-level courses after returning to campus. Students should consult with members of the department in planning their off-campus study program and speak to the chair of the department regarding transfer of credit toward the major; laboratory or 300-level courses taken elsewhere are not ordinarily counted toward the major.

Requirements for the Minor in Psychology

The psychology minor comprises six courses numbered 100 or above, including **Psychology 101, 251, 252**, and one laboratory course. A grade of C or better must be earned in all courses counted toward the minor.

Students who are interested in teaching as a career should consult with the Department of Education for courses to be included in their undergraduate program. Ordinarily, students of education will find much of relevance in **Psychology 210, 216,** and **321;** these courses cover the topics usually included in educational psychology. In addition, prospective teachers may find **Psychology 211, 212, 270, 317,** and **320,** compatible with their interests and helpful in their preparation for teaching.

Requirements for the Major in Neuroscience

See Neuroscience, pages 195–96.

COURSES IN PSYCHOLOGY

Introductory Courses

101b. Introduction to Psychology. Every fall and every spring. The Department.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

Intermediate Courses

210b. Infant and Child Development. Every fall. Mr. Putnam. Every spring. Ms. Lovett.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

Prerequisite: **Psychology 101.**

211b. Personality. Every fall. Ms. Held.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101.**

212b. Social Psychology. Every spring. Mr. Schaffner.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101** or **Sociology 101.**

216b. Cognitive Psychology. Every spring. Ms. Slowiaczek.

A survey of theory and research examining how humans perceive, process, store, and use information. Topics include visual perception, attention, memory, language processing, decision making, and cognitive development.

Prerequisite: **Psychology 101.**

217b. Neuropsychology. Every fall. Fall 2003. Mr. Ramus.

An introduction to the brain basis of behavior, concentrating on the contributions from studies of brain damaged and brain dysfunctional patients. Focuses on the contributions of neurology and experimental and clinical neuropsychology to the understanding of normal cognitive processes. Topics include neuroanatomy, amnesia, aphasia, agnosia, and attentional disorders, in particular those implicated in various spatial neglect syndromes.

Prerequisite: **Psychology 101.**

218a. Physiological Psychology. Every spring. Mr. Thompson.

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders.

Prerequisite: **Psychology 101** or **Biology 104.**

251b. Research Design in Psychology. Every fall. Mr. Schaffner. Every spring. Ms. Slowiaczek.

A systematic study of the scientific method as it underlies psychological research. Topics include prominent methods used in studying human and animal behavior, the logic of causal analysis, experimental and non-experimental designs, issues in internal and external validity, pragmatics of careful research, and technical writing of research reports.

Prerequisite: **Psychology 101**.

252b. Data Analysis. Every fall. Ms. Lovett. Every spring. Mr. Ramus.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

Prerequisite: **Psychology 101, and Psychology 251 or Biology 105.**

Courses that Satisfy the Laboratory Requirement (except 259)

259b, 260b. Abnormal Personality. Every spring. Ms. Held.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

> **259b.** Non-laboratory course credit. Participation in the practicum is optional, contingent upon openings in the program.
>
> Prerequisite: **Psychology 211**.
>
> **260b.** Laboratory course credit. Students participate in a supervised practicum at a local psychiatric unit.
>
> Prerequisite: **Psychology 211** and **252**.

270b. Laboratory in Cognition. Every fall. Ms. Slowiaczek.

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

Prerequisite: **Psychology 216** and **252**.

274b. Laboratory in Group Dynamics. Every fall. Mr. Schaffner.

Principles and methods of psychological research, as developed in Psychology 251 and 252, are applied to the study of small group interaction. Students design, conduct, and report on social behavior research involving an array of methods to shape and assess interpersonal behavior

Prerequisite: **Psychology 211** or **212**, and **252**.

275a. Techniques in Behavioral Neuroscience. Every spring. Mr. Thompson.

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how behavior is organized within the central nervous system of vertebrate animals, including humans.

Prerequisite: **Psychology 218** or **Biology 213,** and **Psychology 252.**

276a. Laboratory in Neurobiology of Learning and Memory. Every fall. Mr. Ramus.

Explores current research and theories in the neurobiology of learning and memory by examining the modular organization of the brain with an emphasis on a brain systems-level approach to learning and memory, using both lectures and laboratory work. Memory is not a unitary phenomenon, rather, different parts of the brain are specialized for storing and expressing different kinds of memory. In addition to discussing contemporary research, students use modern neuroscientific methods in the laboratory to demonstrate how different memory systems can be dissociated. Techniques include behavioral, neurosurgical, and histological analysis in vertebrate species.

Prerequisite: **Psychology 218** or **Biology 213,** and **Psychology 252.**

277b. Research in Developmental Psychology. Every spring. Mr. Putnam.

The multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

Prerequisite: **Psychology 210** and **252.**

Advanced Courses

308b. Neural and Psychological Disorders. Fall 2002. Ms. Yates.

Advanced discussion of the biological bases of neurological, neuropsychological, and psychiatric disorders. Addresses the normal functioning of the nervous system and disorders that result from malfunction of that system. Disorders that arise from discrete brain damage (e.g., due to trauma such as impact or stroke) and those whose origins likely include genetic, biological, and developmental contributors (e.g., schizophrenia and depression) are studied.

Prerequisite: **Psychology 218** or **Biology 213**, and one psychology course numbered 260–270 or one biology laboratory course above **Biology 199**.

309b. Philosophy, Psychology, and Psychotherapy. Every other fall. Fall 2002. Ms. Held.

As conventional assumptions about the discipline of psychology are increasingly challenged, many psychologists are returning to psychology's roots in philosophy for guidance. Examines the intersection of philosophy and psychology in general, and clinical psychology in particular. Topics include such ontological issues as the nature of personhood, the self, mental health/psychopathology, agency, free will *vs.* determinism, and change/transformation. Also examines such epistemological issues as the nature of psychological knowledge/truth, self-knowledge, rationality, justification for knowledge claims, and methods for obtaining justified knowledge claims. Emphasizes current debates about what a proper science or study of (clinical) psychology and psychotherapy should be.

Prerequisite: **Psychology 259** or **260**; or **Philosophy 226, 227, 237,** or **399**; or permission of the instructor.

310b. Clinical Psychology. Every other fall. Fall 2003. Ms. Held.

The history and development of clinical psychology, including an emphasis on current controversies regarding professional issues. Major portions of the course are devoted to theory and research concerning psychological assessment and systems of psychotherapy.

Prerequisite: **Psychology 259** or **260.**

315a. Hormones and Behavior. Every other fall. Fall 2002. Mr. Thompson.

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered.

Prerequisite: **Psychology 218** or **Biology 213**, and one psychology course numbered **260–279** or one biology laboratory course above **Biology 199**.

316a. Comparative Neuroanatomy. Every other fall. Fall 2003. Mr. Thompson.

An advanced discussion of concepts in vertebrate brain organization. The primary emphasis is upon structure/function relationships within the brain, particularly as they relate to behavior. Topics include basic neuroanatomy, brain development and evolution, and the neural circuitry associated with complex behavioral organization. Studies from a variety of animal models and from human neuropsychological assessments are used to demonstrate general principles of brain evolution and function.

Prerequisite: **Psychology 218** or **Biology 213**, and one psychology course numbered **260–279** or one biology laboratory course above **Biology 199**.

317b. The Psychology of Language. Every other fall. Fall 2003. Ms. Slowiaczek.

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

Prerequisite: **Psychology 216** and one psychology course numbered **260–279**.

318a. Comparative Animal Cognition. Every other spring. Spring 2003. Mr. Ramus.

A discussion of the behavior of animals (and humans) within a psychological framework, emphasizing the cognitive universals between species. Uses a historical approach to understand the rift in the field of animal behavior between ethologists and psychologists in the 1950s and 1960s, as well as how these areas have come together in recent years. Topics include larger questions like when and why we are willing to attribute animals with purpose, intentionality, intelligence, reasoning, language, and self-awareness within a framework of evolutionary theory.

Prerequisite: **Psychology 218** or **Biology 213**, and one psychology course numbered **260–279** or one biology laboratory course above **Biology 199**.

319a. Memory and Brain. Every other spring. Spring 2004. Mr. Ramus.

Advanced seminar exploring the biological basis of learning and memory from a cellular to a systems-level of analysis, providing insights into the mechanisms and organization of neural plasticity. Includes topics in molecular neuroscience, neurophysiology, neuropharmacology, and systems neuroscience. Discussions include evaluation of current research and theories, as well as a historical perspective.

Prerequisite: **Psychology 218** or **Biology 213**, and one psychology course numbered **260–279** or one biology laboratory course above **Biology 199**.

320b. Social Development. Every fall. Mr. Putnam.

Research and theory regarding the interacting influences of biology and the environment as they are related to social and emotional development during infancy, childhood, and adolescence. Normative and idiographic development in a number of domains, including morality, aggression, personality, sex roles, peer interaction, and familial relationships are considered.

Prerequisite: **Psychology 210** and one psychology course numbered **260–279.**

321b. Cognitive Development. Every spring. Ms. Lovett.

Examines the development of cognitive understanding and cognitive processes from infancy through adolescence. Emphasis on empirical research and related theories of cognitive development. Topics include infant perception and cognition, concept formation, language development, theory of mind, memory, problem solving, and scientific thinking.

Prerequisite: **Psychology 210** and one psychology course numbered **260–279.**

325b. Organizational Behavior. Every spring. Mr. Schaffner.

Examines how people experience work in modern human organizations. Weekly seminar meetings address motivation, performance, commitment, and satisfaction; affect and cognition at work; coordination of activity; anticipation, planning, and decision making; organization-environment dynamics; and the enactment of change.

Prerequisite: One psychology course numbered **260–279**.

291b–294b. Intermediate Independent Study.

401b–404b. Advanced Independent Study and Honors.

Religion

Professor
John C. Holt, *Chair*
Assistant Professors
Jorunn J. Buckley†
Elizabeth A. Pritchard

Visiting Assistant Professor
Nicola Denzey
Department Coordinator
Lynn A. Brettler

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

Requirements for the Major in Religion

The major consists of at least eight courses in religion. Required courses include **Religion 101 (Introduction to the Study of Religion)**; three courses at the 200 level distributed so as to include **Religion 203 (The Bible)**; **Religion 249 (Monotheism in the Making in Western Religious Thought)**, **Religion 250 (Western Religious Thought in the Modern and Postmodern Contexts)**, or **Religion 251 (Christianity, Culture, and Conflict)**; **Religion 220 (Hindu Religious Literature)**, **Religion 222 (Theravada Buddhism)**, or **Religion 223 (Mahayana Buddhism)**; and **Religion 390 (Theories about Religion).** In addition, candidates for honors must register for a ninth course, advanced independent study, as part of their honors projects. (See below, "Honors in Religion.")

No more than one first-year seminar may be counted toward the major. **Religion 101** should be taken by the end of the sophomore year. In order to enroll in **Religion 390,** a major normally will be expected to have taken four of the eight required courses. This seminar is also open to qualified nonmajors with permission of the instructor. Normally, no more than three courses taken at other colleges or universities will count toward the major.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from **Religion 390** as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101**, three courses at the 200 level or higher (among these three electives, at least one course shall be in Western religions and cultures and one in Asian religions and cultures) and **Religion 390.**

First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses n the department unless specifically designated as such. They include readings, discussion, eports, and writing. Topics change from time to time to reflect emerging or debated issues n the study of religion. For a full description of first-year seminars, see pages 134–43.

12c,d. Religion and Literature in Modern South Asia. Fall 2002. Mr. Holt.

15c. Heresies.]

17c. Portraits of Jesus. Spring 2003. Ms. Denzey.

Introductory Courses

101c. Introduction to the Study of Religion. Fall 2002. Ms. Denzey. Spring 2003. Ms. Pritchard.

Basic concepts, methods, and issues in the study of religion, with special reference to xamples comparing and contrasting Eastern and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary, Asian and western contexts.

106c. Introduction to Judaism and Christianity. Spring 2004. Ms. Denzey.

Introduction to two of the predominant religious traditions in the West. Through a close eading of primary sources, traces the historical development of Judaism and Christianity, paying close attention to themes such as the construction of distinctive worldviews, ethics and dentity, ritual and community, sacred space, continuity and conflict. Modern articulations of Judaism and Christianity are included through music, film, and literature.

125c. Entering Modernity: European Jewry.]

142c. Philosophy of Religion. Fall 2003. Mr. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational o believe in God? What does it *mean* to say that God exists (or does not exist)? What listinguishes religious beliefs from non-religious beliefs? What is the relation between eligion and science? We approach these and related questions through a variety of historical and contemporary sources, including Aquinas, Hume, Swinburne, and James. (Same as **Philosophy 142.**)

Intermediate Courses

[202c. Hellenistic Religions.]

[203c. The Bible.]

[206c. Ancient Near Eastern Religions.]

207c. Jewish Scriptures. Fall 2002. Ms. Denzey.

An introduction to the Old Testament (Hebrew Bible) and other Jewish sacred writings. Students acquire familiarity with biblical contexts and the historical-critical method of biblical interpretation. Examines the varieties of Judaism from recorded origins through the Hellenistic era and the destruction of the Second Temple, focusing on a close reading of the Hebrew Bible, and other non-canonical Jewish scriptures in translation. No knowledge of Hebrew or prior knowledge of the Bible is assumed.

[208c. Islam.]

[209c,d. Gender in Islam.]

210c. Early Christian Literature. Spring 2003. Ms. Denzey.

Introduction to the social world of the earliest Christian literature in the first two centuries c.e. The primary aim is to gain a deeper understanding of various Christianities evolving from 50 c.e.–200 c.e. Particular attention is paid to the diversity of Christian literature (from the New Testament to the so-called "heretical" writings of *Nag Hammadi*). All texts in translation; no prior knowledge of the New Testament is assumed.

220c,d. Hindu Religious Literature. Fall 2002. Mr. Holt.

A reading of various genres of translated Hindu religious literature, including *Rig Veda* hymns, philosophical *Upanisads, Yoga Sutras,* the epics *Ramayana* and *Mahabharata,* including the *Bhagavad Gita*, selected myths from the *Puranas,* and poetry and songs of medieval devotional saints. Focuses on development of various types of religious world views and religious experiences within Hindu traditions, as reflected in classical Sanskrit and vernacular literature of India. (Same as **Asian Studies 240.**)

221c,d. Hindu Religious Culture. Spring 2003. Mr. Holt.

A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as these can be understood from indigenous theories of religious practice. **Religion 220** is recommended as a previous course. (Same as **Asian Studies 241.**)

222c,d. Theravada Buddhism. Fall 2003. Mr. Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Asian Studies 242.**)

223b. Mahayana Buddhism. Spring 2004. Mr. Holt.

Studies the emergence of Mahayana Buddhist world views as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of the Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch,* among others. Also briefly studies the teachings of Confucius, Lao Tzu, and Chuang Tzu to better understand the encounter, assimilation, and transformation of Buddhism within Chinese and Japanese religious cultures. (Same as **Asian Studies 223.**)

244c,d. Zen Aesthetics. Spring 2003. Mr. Nishiuchi.

A study of non-ego-consciousness in Zen thought and its artistic expression in Japanese martial arts, painting, and poetry. Martin Heidegger's critique of modern aesthetics is considered in our analyses. (Same as **Asian Studies 244.**)

245c,d. The Ritual Body: Zen and Postmodernity. Spring 2004. Mr. Nishiuchi.

Investigates the ritual existentiality of sentient beings in the theoretical encounter between medieval Japanese Zen thought and postmodern American philosophy. Focuses on the aesthetics of rite in connection with being, action, and community. (Same as **Asian Studies 245.**)

[246b. Religion and Politics.]

247c,d. The Ecstatic Field: Taoism and Architecture. Fall 2003. Mr. Nishiuchi.

Analyzes the architectural manifestation of Taoist thought in the medieval Japanese architecture called *sukiya.* The analysis is carried in dialogue with the German and French philosophical traditions of phenomenology. This dialogical analysis explores the intimate and immediate dwelling of ecstacy. (Same as **Asian Studies 247.**)

[249c. Monotheism in the Making in Western Religious Thought.]

[250c. Western Religious Thought in the Modern and Postmodern Contexts.]

[251c. Christianity, Culture, and Conflict.]

252c. Marxism and Religion. Fall 2003. Ms. Pritchard.

Despite Karl Marx's famous denunciation of religion as the "opiate of the masses," Marxism and religion have become companionable in the last several decades. Examines this development through the works of thinkers and activists from diverse religious frameworks, including Catholicism and Judaism, who combine Marxist convictions and analyses with religious commitment in order to further their programs for social emancipation. Included are works by liberation theologians Hugo Assmann, Leonardo Boff, José Miguez Bonino, and philosophers Theodor Adorno, Water Benjamin, Herbert Marcuse, and Cornel West.

253c. Women in Religion. Fall 2002. Ms. Pritchard.

Analysis of the ways in which religion authorizes women's oppression and provides opportunities and resources for women's emancipation. Topics include the enforced gender relationships of monotheism; the goddess movement as alternative society; and the conflicts generated among women by racial, class, religious, ethnic, and sexual differences. Materials drawn from Christianity, Neopaganism, Voudon, and Hinduism. (Same as **Women's Studies 256**.)

Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. Courses may be repeated for credit with the contents changed. **Religion 390** is required for majors, and normally presupposes that four of eight required courses have been taken.

[310c. Gnosticism.]

[315c. Choosing My Religion: Consent and Coercion in Religious Thought and Practice.]

[323c,d. Buddhism, Culture, and Society in South and Southeast Asia.]

340c,d. Asian Religions and the West. Spring 2003. Mr. Holt.

Studies the ways in which Asian religions, including Islam, Buddhism, Hinduism, and Taoism have been understood and misunderstood in the West. Course materials include novels, ethnographies, and theoretical analyses about how religions are made exotic or denigrated, assimilated, and transformed in encounters between cultures. Previous course(s) in Asian religions recommended. (Same as **Asian Studies 340**).

390c. Theories about Religion. Fall 2002. Ms. Pritchard.

What is religion? Consists of a sustained examination of several significant attempts to answer this question. Of equal importance to a working knowledge of various theories of religion is, however, a critical confrontation with the taken-for-granted status of the category of "religion." Consequently, also examines a number of recent works that critically examine the Western construction of the field of religious studies (especially its connection with colonialism, racism, and romanticism) and questions the usefulness of the very category "religion" in understanding human behavior.

Prerequisite: **Religion 101.**

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Romance Languages

Professors
John H. Turner, *Chair*
William C. VanderWolk
Associate Professors
Janice A. Jaffe
Enrique Yepes
Assistant Professors
Elena Cueto-Asín
Katherine Dauge-Roth†
Charlotte Daniels
Arielle Saiber**

Visiting Assistant Professor
Alexandre Dauge-Roth
Lecturer
Anna Rein
Visiting Lecturers
Maria Paulina Salas Riezker
Julia Viazmenski
Adjunct Lecturers
James Torbert
Eugenia Wheelwright

Instructor
Hanétha Vété-Congolo
Teaching Fellows
Fernanda Barraquero
Sonia Barthomeuf
Flora Bouteiller
Marta Jiménez
Department Coordinator
Katherine L. Blake

The Department of Romance Languages offers courses in French and Spanish language, literature, and culture. Italian language courses through the intermediate level, as well as courses on Italian literature and culture (in English), are also offered. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking and Spanish-speaking worlds through a curriculum designed to prepare students either for international work or for graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors must have an outstanding record in other courses in the department.

Requirements for Majors in Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Spanish, and Italian). All majors are expected to achieve breadth in their knowledge of the French- and Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as Art History, Latin American Studies, History, English, and Africana Studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**. Spanish majors will complete **Spanish 205.**

Majors in French and Spanish will complete at least two of the following four courses before taking 300-level topics courses: **207, 208, 209,** and **210** (or their equivalent in a study-abroad program). Of these two courses, one must be in the culture sequence (**207, 208**) and the other in literature (**209, 210**). Students who do not take **French 209** or **Spanish 209** are strongly advised to take a 300-level course that deals with pre-1800 French or Hispanic literature and culture.

During their senior year, all majors will take a seminar, either **French 351** or **Spanish 351.**

For students majoring in Romance languages, the nine courses above **204** required for the major will include either **209** or **210** (or their equivalent in a study-abroad program) in two languages, one culture course (**207** or **208**) in both Spanish and French, plus one senior seminar. In Spanish, French, and Romance languages all majors will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Prospective majors are expected to have completed **French** or **Spanish 205** and either **207, 208, 209,** or **210** before the end of their sophomore year.

Spanish Major Requirements
Nine courses above **Spanish 204*,** including:
1. **Spanish 205**
2. two of the following four courses (one from **207, 208**; one from **209, 210;** or the equivalent in study abroad):
   Spanish 207
   Spanish 208
   Spanish 209
   Spanish 210
3. **Spanish 351** (senior seminar)

French Major Requirements
Nine courses above **French 204***, including:
1. two of the following four courses (one from **207, 208**; one from **209, 210,** or the equivalent in study abroad):
   French 207
   French 208
   French 209
   French 210
2. **French 351** (senior seminar)

* or eight courses above **204** for students beginning in **101, 102**, or **203**.

Romance Languages Major Requirements

Nine courses above **204**, including:

1. **Spanish 209** or **210** (or the equivalent in study abroad)
2. **French 209** or **210** (or the equivalent in study abroad)
3. **Spanish 207** or **208** (or the equivalent in study abroad)
4. **French 207** or **208** (or the equivalent in study abroad)
5. three courses at the 300-level, including one senior seminar

Requirements for Minors in Romance Languages

Students may declare a minor in French or Spanish. The minor consists of at least three courses at Bowdoin in one language above **204**, including one 300-level course.

Placement

Students who plan to take French or Spanish must take the appropriate placement test at the beginning of the fall semester.

FRENCH

101c. Elementary French I. Every fall. Fall 2002. Ms. Vété-Congolo.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students who have had two years or less of high school French. *A limited number of spaces are available for juniors and seniors.*

102c. Elementary French II. Every spring. Spring 2003. Mr. Dauge-Roth.

A continuation of **French 101**. A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments.

Prerequisite: **French 101** or equivalent.

203c. Intermediate French I. Every fall. Fall 2002. Mr. VanderWolk.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French. Three class hours per week and one weekly conversation session with assistant.

Prerequisite: **French 102** or placement.

204c. Intermediate French II. Every spring. Spring 2003. Mr. VanderWolk and Ms. Vété-Congolo.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants. Three class hours per week and one weekly conversation session with assistant.

Prerequisite: **French 203** or placement.

205c. Advanced French I. Every fall. Fall 2002. Ms. Daniels and Mr. Dauge-Roth.

Conversation and composition based on a variety of contemporary films and texts about France and Francophone countries. Grammar review and frequent short papers. Emphasis on student participation including short presentations and debates. Three hours per week plus one weekly viewing session for films and weekly conversation session with assistant.

Prerequisite: **French 204** or placement.

207c. Francophone Cultures. Every fall. Fall 2002. Ms. Vété-Congolo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films.

Prerequisite: **French 205** or permission of the instructor.

208c. Contemporary French through the Media. Every spring. Spring 2003. Ms. Daniels and Mr. Dauge-Roth.

An introduction to contemporary France through newspapers, magazines, television, music, and film. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France or another Francophone country.

Prerequisite: **French 205** or permission of the instructor.

209c. Introduction to the Study and Criticism of Medieval and Early Modern French Literature. Every fall. Fall 2002. Ms. Daniels.

An introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movements in their cultural and historical contexts.

Prerequisite: **French 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern French Literature. Every spring. Spring 2003. Mr. VanderWolk.

Introduces students to the literary tradition of the French-speaking world from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

Prerequisite: **French 205** or permission of the instructor.

[316c. Modern French Theater: French Theater Production.]

320-329c. Topics in French and Francophone Literature. Every year. The Department.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period. **French 320-329** may be repeated for credit with the contents changed.

321c. Resistance, Revolt, and Revolution. Fall 2002. Mr. VanderWolk.

Examines historical images of revolt in France, as seen in literature and film, from 1789 to 1968. Also short readings in political, historical, and philosophical texts.

Prerequisite: **French 207** or **208** and **209** or **210,** or permission of instructor.

322c. Voices of Women, Voices of the People. Spring 2003. Ms. Vété-Congolo.

Focuses on texts written by women from former West African and Caribbean French colonies. Themes treated—womanhood, colonization, slavery, individual and collective identity, relationships between men and women, independence, tradition, modernism, and alienation—are approached from historical, anthropological, political, social, and ideological perspectives. Readings by Mariama Bâ, Aminata Sow Fall (Sénégal); Maryse Condé, Gisèle Pineau, Simone Schwartz-Bart (Guadeloupe); Ina Césaire, Suzanne Dracius (Martinique); and Marie Chauvet and Jan J. Dominique (Haïti).

Prerequisite: **French 207** or **208** and **209** or **210**, or permission of the instructor.

[325c. Witches, Monsters, and Demons: Representing the Occult.]

[326c. Body Language: Writing Corporeality in Early Modern France.]

[327c. Love, Letters, and Lies.]

328c. The French (Dis)Connections: Theories of the Everyday. Fall 2002. Mr. Dauge-Roth.

Would you like to take the Parisian metro...with an ethnographer? Or drink a coffee at the Café Flore...in a deconstructed cup? Or be a soccer fan...in a postmodern world? What remains private when the personal is political? What defines liberty when we are condemned to freedom? What defines a prison if we all live in cells? How do we apprehend life through our daily production and consumption of photographs or video? How remote is remote-controlled culture? Explores social rituals governing our daily gestures, desires, fears, hopes, actions, and appetites through films by Akerman, the Dardenne brothers, Depardon, Klapish, Kieslowski, Ozon, and Varda and readings from Augé, Barthes, Beauvoir, Bourdieu, Cixous, Derrida, Foucault, Perec, and Perrot.

Prerequisite: **French 207** or **208** and **209** or **210**, or permission of instructor.

[329c,d. Living on the Edge: Borders and Disorders in French and Francophone Literature and Film.]

351c. Senior Seminar for French Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in French or Romance languages.

Travel Writing. Spring 2003. Ms. Daniels.

Explores the functions and meanings of travel in a broad historical context (from the Crusades of the eleventh and twelfth centuries, to the voyages of "discovery" of the fifteenth and sixteenth centuries, to the beginnings of economic globalization of the eighteenth century and, finally, to travels in the (post-)colonial world of the nineteenth and twentieth centuries. Who has traveled and why? What is the relationship between travel and one's sense of self? And whose sense of self (that of the traveler, the traveled to, the forcibly moved)? When did the notion of tourism begin? Students are invited to explore these and other questions as they reflect on the role of travel in their own lives.

401c–404c. Independent Study. The Department.

ITALIAN

101c. Elementary Italian I. Every fall. Fall 2002. Ms. Viazmenski.

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

102c. Elementary Italian II. Every spring. Spring 2003. The Department.

Continuation of **Italian 101.** Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or equivalent.

203c. Intermediate Italian I. Every fall. Fall 2002. Ms. Rein.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or placement.

204c. Intermediate Italian II. Every spring. Spring 2003. Ms. Saiber.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or placement.

205c. Advanced Italian I. Every fall. Fall 2002. Ms. Viazmenski.

Designed to increase the student's fluency in spoken and written Italian through the use of a large variety of cultural materials and media. The "texts" include literature, newspapers, magazines, the Internet, film, and television. Weekly written assignments introduce students to different writing styles, such as formal letters, restaurant reviews, love poetry, news briefs, and literary analyses. Weekly presentations, vocabulary-building exercises, and situational activities. Three class hours per week and one weekly conversation session with an assistant. Conducted in Italian.

Prerequisite: **Italian 204** or placement.

208c. Italian Culture: Visions of Italy. Every spring. Spring 2003. Ms. Saiber.

Building on the cultural material presented in **Italian 205,** delves further into the dolce vita and the not-so-dolce-vita that is Italy through investigating how Italians conceive of their country. We study literature on Italy written by Italians; read and watch Italian news; view Italian-made films that foreground the Italian landscape, countryside, and lifestyle; explore Italian TV and Web sites; converse with college students in Italy; look at numerous visual images of Italy in art and photography; and take a trip to an Italian-American neighborhood, Boston's North End. Continues to refine writing, speaking, and comprehension skills and prepares students for advanced courses in Italian literature and culture. Conducted in Italian.

Prerequisite: **Italian 205** or permission of the instructor.

209c. Introduction to the Study and Criticism of Medieval and Early Modern Italian Literature. Fall 2002. Ms. Saiber.

Introduces the literary tradition of Italy from the Middle Ages through the Baroque period. Focus on major authors and literary movements in their historical and cultural contexts. Conducted in Italian.

Prerequisite: **Italian 205** or permission of the instructor.

[221c. Mona Lisa and the Mafia: Italian Culture across the Centuries.]

222c. Dante's *Divine Comedy*. Fall 2002. Ms. Saiber.

One of the greatest works of literature of all times. Dante's *Divine Comedy* leads us through the torture-pits of Hell, up the steep mountain of Purgatory, to the virtual, white-on-white zone of Paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and art history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays. Conducted in English.

[251. The Culture of Italian Fascism.]

401–404c. Independent Study. The Department.

SPANISH

101c. Elementary Spanish I. Every fall. Fall 2002. Mr. Torbert.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills.

Prerequisite: **Spanish 101** is open to first- and second-year students who have had less than two years of high school Spanish.

102c. Elementary Spanish II. Every spring. Spring 2003. Mr. Turner.

Continuation of **Spanish 101.** Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or equivalent.

203c. Intermediate Spanish I. Every fall. Fall 2002. Ms. Wheelwright.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

204c. Intermediate Spanish II. Every spring. Spring 2003. The Department.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

205c. Advanced Spanish. Every fall. Fall 2002. Ms. Jaffe, Mr.Turner, and Mr. Yepes.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant.

Prerequisite: **Spanish 204** or placement.

207c,d. Latin American Cultures. Spring 2003. Mr. Yepes.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor.

208c. Spanish Culture. Fall 2002. Ms. Cueto-Asín.

Through the study of Spanish literature, film, history, and journalism, examines different aspects of Spanish culture, such as myths and stereotypes about Spain and her people, similarities and differences between Spanish and American cultures, and the characterization of contemporary Spain. Emphasis on close analysis of primary materials. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor. Students who have taken a 300-level Spanish course may not take this course.

209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2002. Mr. Turner.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age, and Colonial Spanish America in their historical and cultural context.

Prerequisite: **Spanish 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2003. Ms. Cueto-Asín.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major authors and literary movements of modern Spain and Spanish America in historical and cultural context.

Prerequisite: **Spanish 205** or permission of the instructor.

320c-329c. Topics in Spanish and Hispanic American Literature I and II. Every year.

Designed to provide students who have a basic knowledge of literature in Spanish the opportunity to study more closely an author, a genre, or a period. **Spanish 320–329** may be repeated for credit with the contents changed.

321c. The Gaze: Reading Modern Poetry in the Americas. Fall 2002. Mr. Yepes.

How life is perceived defines the way it is lived. Nineteenth- and twentieth-century poetry from the Americas provides models to explore how life has been interpreted and can be perceived according to diverse personal and social frameworks. Art and music are not excluded from this mostly practical approach to interpreting life, centered around works by poets like Whitman, Dickinson, Mistral, Neruda, Pizarnik, and Borges, among many others.

Prerequisite: **Spanish 209, 210,** or a 300-level Spanish course.

[324c. Twentieth-Century Spanish Theater and Its Dialogues with the Visual Arts.]

326c. Translation. Spring 2003. Ms. Jaffe.

A practical introduction to translation as a communicative skill and literary art that measurably enhances linguistic and cultural understanding. Conducted in Spanish.

Prerequisite: **Spanish 209** or permission of the instructor.

327c. Reading Spanish Film. Fall 2002. Ms. Cueto-Asín.

A panoramic study of the film traditions of Spain from their origins in 1896 to the most recent trends, including directors from Luis Bunuel to Pedro Almodóvar. Narrative notions of film semiotics are applied to read Spanish film as a literary and artistic manifestation of tendencies such as surrealism, social realism, tremendism, etc., and in connection with political and social phases of the modern history of Spain (the Republic, the Civil War, the Franco regime, and the transition to democracy). In addition to regular class sessions, attendance at weekly film screenings in required.

Prerequisite: Two from **Spanish 207, 208, 209**, or **210**, or permission of the instructor.

[328c. The Hispanic Tradition of Love Poetry.]

[329c. Contemporary Trends in Latin American Literature.]

[332c. Spanish American Short Story.]

351c. Senior Seminar for Spanish Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in Spanish or Romance languages.

Travels in Modern Hispanic Literature and Film. Spring 2003. Ms. Cueto-Asín.

Deals with the ways in which modern Hispanic literature and film captures the experience of travel in a variety of circumstances and motivations. The themes of adventure, exile, immigration, and tourism are discussed through works by authors representing various nationalities and historical periods in Spain and Latin America.

401c–404c. Independent Study and Honors. The Department.

Russian

Professor
Jane E. Knox-Voina, *Chair*
Associate Professor
Raymond H. Miller

Visiting Assistant Professor
Michael Pesenson**
Department Coordinator
Tammis L. Lareau

Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101, 102** and **203, 204**; four courses in Russian above **Russian 204;** and two approved courses in either Russian literature in translation or Slavic civilization, or approved related courses in government, history, or economics (e.g., **Government 230, Post-Communist Russian Politics** and **History 218, History of Russia: 1825 to 1953**).

Interdisciplinary Major

The department participates in an interdisciplinary major in Eurasian and East European studies. See pages 178–79.

Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian language programs in Moscow, St. Petersburg, Yaroslavl, Voronezh, and Irkutsk that are open to all students who have taken the equivalent of two or three years of Russian. For the spring 2003 semester, the department has its own cultural and language program in St. Petersburg in cooperation with the Nevsky Institute (see page 45). Other programs should be discussed with the Russian Department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward both the Eurasian and East European major and the Russian major; four credits may be counted toward a Russian major from a year-long program.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

Courses Taught in English Translation.

The department offers courses in English that focus on Russian history, literature, and culture. These courses may be taken by non-majors and include two first-year seminars and a series of 200-level courses: **Russian 20, 21, 215,** and **220–251.**

Courses in Russian for Majors and Minors

101c. Elementary Russian I. Every fall. Fall 2002. Ms. Knox-Voina.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with a native speaker from the Nevsky Institute.

102c. Elementary Russian II. Every spring and fall. Fall 2002. Mr. Pesenson. Spring 2003. Ms. Knox-Voina.

Continuation of **Russian 101.** Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

203c. Intermediate Russian I. Every fall. Fall 2002. Ms. Knox-Voina.

A continuation of **Russian 101, 102.** Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

204c. Intermediate Russian II. Every spring. Spring 2003. Mr. Miller.

A continuation of **Russian 203.** Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

305c. Advanced Reading and Composition in Russian. Every fall. Fall 2002. Mr. Miller.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or permission of the instructor.

307c. Russian Folk Culture. Every other spring. Spring 2003. Mr. Miller.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

309c. Nineteenth-Century Russian Literature. Every other fall. Fall 2003. Mr. Miller.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol', Turgenev, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or permission of the instructor.

310c. Modern Russian Literature. Every other spring. Spring 2004. Ms. Knox-Voina.

An examination of various works of modern Russian literature (Soviet and émigré), with emphasis on the development of the short story. Authors include Blok, Mayakovsky, Zoshchenko, Platonov, Bulgakov, Pasternak, Brodsky, Shukshin, Aksenov, and others. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

316c. Russian Poetry. Every other spring. Spring 2004. Mr. Miller.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media or intensive language study). This course may be repeated for credit with the contents changed.

Prerequisite: **Russian 305** or permission of the instructor.

401c–404c. Advanced Independent Study. The Department.

Individual research in Russian studies. Major sources should be read in Russian. This course may be repeated for credit with the contents changed. A two-semester project is necessary for honors in Russian.

Prerequisite: **Russian 309** or **310.**

IN ENGLISH TRANSLATION

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

20c. The Great Soviet Experiment through Film. Every other fall. Fall 2003. Ms. Knox-Voina.

(Same as **Women's Studies 21.**)

21c. The Culture of Nationalism. Every other fall. Fall 2002. Mr. Miller.

210c. Fantasy and Realism in Russian Literature. Fall 2003. The Department.

Traditions of fantasy and realism in Russian literature have probed human dilemmas and invited self-examination. These works of art and entertainment reveal a disturbing world of the uncanny, populated by murderous doubles, human snakes, talking dogs, ghosts, and other diabolical creatures challenging the imagination. Examination of the ultimate question: can the real and the fantastic be defined as two different streams or one? Authors include Gogol, Dostoevsky, Chekhov, Bulgakov, and others. Lectures and readings in English translation. Majors required to do some reading in Russian.

215c. Russia, the Slavs, and Europe. Every other spring. Spring 2003. Mr. Miller.

Studies the cultural history of Eastern Europe. Specific topics include the development of Russian religious and political thought; and the problematic relationships that have existed between Russia, the other Slavic nations, and the West. No prior study of European civilization is assumed, and no knowledge of Russian is required.

220c. Nineteenth-Century Russian Literature. Every other fall. Fall 2003. Mr. Miller.

Traces the development of Russian realism and the Russian novel. Specific topics include the pre-nineteenth-century literary background, the origins of realism as a movement, and the intellectual and political milieu of the time. Writers to be read include Pushkin, Lermontov, Gogol', Goncharov, Turgenev, Dostoevsky, and Tolstoy. Russian majors are required to do some of the reading in Russian.

221c. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Every other year. Fall 2002. Ms. Knox-Voina.

Explores twentieth-century Soviet/Russian culture through film, art, architecture, and literature. Emphasis on avant-garde and absurdism of the 1920s; Stalin era of the common good ensured by purges and suppression of private space, humor, and sex; building "cities of the sun"—a scientific utopia; condemnation of the traditional family; film as mass propaganda; new visual icons for the "*Soviet* women and men of steel"; growing conflict between the collective and the individual, between the intelligentsia and the Party; rise of nationalism and environmentalism during the "Thaw," sexual revolution and consumerism during Glasnost and Postglasnost. Weekly viewing of films by Eisenstein, Vertov, Pudovkin, Tarkovsky, Muratova, Mikhalkov, and others. Prose and poetry by Mayakovsky, Zamyatin, Bulgakov, Akhmatova, Tertz, Brodsky, Solzhenitsyn, Aksyonov, Tolstaya. Art works by Natalya Goncharova, M. Chagall, K. Kandinsky, and others. Russian majors required to do some reading in Russian. (Same as **Women's Studies 220.**)

222c. Women in Russian Society and Culture. Every other spring. Spring 2003. Ms. Knox-Voina.

Studies the socially-constructed image of woman in Russian literature, art, and film. Focuses on the emergence of the "Woman Question" (1840s), work of female revolutionaries (1860–1917), creation of the myth of the New Soviet Woman (1920s–1950s), its deconstruction (1960s–1980s), and the appearance of a New Women's Prose (1990s). Cross-cultural analysis of female icon in Hollywood and Soviet film. Russian majors are required to do some of the reading in Russian. (Same as **Women's Studies 222.**)

223c. Dostoevsky and the Novel. Spring 2004. Ms. Knox-Voina.

Examines Dostoevsky's use of the novel to portray the "fantastic" reality of the city and its effects on the human psyche. Special attention is given to the author's quest for guiding principles of freedom and love in a world of violence and cynicism. Emphasis on Dostoevsky's anti-Western and anti-materialist bias in his portrayal of the struggle between extreme individualism and self-renunciation in a Utopian brotherhood. Russian, American, and Japanese film versions of Dostoevsky's novels are viewed and discussed. Russian majors are required to do some of the reading in Russian.

250c,d. Myth and Fact: Multi-Ethnic Siberia. Every other spring. Spring 2005. Ms. Knox-Voina.

Myths, short tales, and stories from small-numbered Asian/Siberian peoples, including the Nenets, the Evenk, the Nivkh, the Yakut, the Chukchi, and Russians. Readings on the Siberian spirit and character, history of Siberian cultures, traditions, and values. Also investigates the changing social roles of Siberian women, state nationalities policy, nationalist movements, Stalin's collectivization of the North, and environmental policies. Films such as *Dersu Uzala, Siberiada, Songs of Lenin, Close to Eden,* and documentaries supplement reading materials. Russian majors required to do some reading in Russian.

251c,d. Central Asia through Film and Literature. Fall 2003. Ms. Knox-Voina.

Examination of little known Central Asian peoples of the former Soviet Union and their role in solving cultural, economic, and geopolitical issues facing the twenty-first century. Focus on changes in the socio-economic status of women in the former Soviet Central Asia: Kazakhstan, Uzbekistan, Tadjikistan, Kyrgyzstan, Turkmenistan, and Mongolia. Discussion of the history and culture of this transit zone linking West to East, Christianity and Islam, Europe to Asia, for a better understanding of important geopolitical processes occurring in the border regions of the modern world. Examples of Central Asian literature and cinema. Questions include 1) how do politicization and industrialization affect belief systems of indigenous ethnic groups and their attitude toward the environment, and rural or subsistence economies, and 2) what is the significance of this vast area, rich in oil and gas, for the twenty-first century? Films shed light on the culture, history, spirituality (shamanism), environment, and sociopolitical and gender issues of these ethnic groups.

Sociology and Anthropology

Professors
Susan E. Bell, *Chair*
Sara A. Dickey
Craig A. McEwen
Associate Professors
Susan A. Kaplan
Scott MacEachern
Nancy E. Riley†
Assistant Professors
Pamela Ballinger†
Joe Bandy
Kirk A. Johnson†
Krista E. Van Vleet†

Joint Appointment with Africana Studies
Visiting Assistant Professor H. Roy Partridge, Jr.
Visiting Assistant Professors
Ellen E. Moodie
Calvin C. Moore
Leslie C. Shaw
Matthew A. Tomlinson
Jonathan M. White
Adjunct Assistant Professor
Anne Henshaw
Department Coordinator
Bonita A. Labonte

Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

The major in sociology consists of ten courses, including **Sociology 101, 201, 211,** and **310.** One or two of the ten courses may be advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student's special interests) or off-campus study courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

The major in anthropology consists of nine courses, including **Anthropology 101, 102, 201, 203,** and **310,** and one course with an area focus. Students are urged to complete **Anthropology 101, 102, 201,** and **203** as early as possible. One or two of the nine courses may be taken from the advanced offerings in sociology and/or, with departmental approval, from off-campus study programs. In all cases, at least seven of the courses counted toward the major must be Bowdoin anthropology courses.

All courses for the major or minor must be taken for a grade.

Requirements for the Minor

The minor in sociology consists of five sociology courses, including **Sociology 101, 201,** and **211,** and two other sociology courses. One of the elective courses may be from off-campus study.

The minor in anthropology consists of five anthropology courses, including **Anthropology 101** and **203,** either **102** or **201,** and an area study course. One of the elective courses may be from off-campus study.

For the anthropology major or minor program, one semester of independent study may be counted. For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

SOCIOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

10b,d. Racism. Fall 2002. Mr. Partridge.
(Same as **Africana Studies 10.**)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Sociology. Every semester. The Department.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

201b. Introduction to Social Research. Every spring. The Department.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or permission of the instructor.

202b. Quantitative Methods. Fall 2002. Mr. Moore.

Much of the information that we receive about the social world is presented either numerically or graphically. This course in quantitative methods involves learning and applying the major statistical techniques used for research in sociology, using SPSS computing software. Students learn to ask and answer sociological questions by analyzing the General Social Survey and United States census data. How to present quantitative data is an additional component of the course. Students also read and critique quantitative journal articles in order to assess how best to present numbers-based analyses.

Prerequisite: **Sociology 201** or **Anthropology 201**, or permission of the instructor.

204b. Families: A Comparative Perspective. Fall 2003. Ms. Riley.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Women's Studies 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

205b. The Sociology of Urban Life. Fall 2003. Mr. Johnson.

Examines popular depictions of the American urban experience through a sociological lens. Focuses on understanding competing interpretations of contemporary inner-city phenomena (crime, gangs, unemployment, teen pregnancy, single parenthood, etc.) and judging how successfully these interpretations withstand sustained scrutiny. Emphasizes critical thinking and evidence-weighing. Readings by Anderson, Buckley, Comer, deSouza, Katx, Liebow, Murray, Neckerman, Wilson, and others.

Prerequisite: **Sociology 101.**

206b. Media Representations of Reality. Fall 2003. Mr. Johnson.

Examines social forces that contribute to mass-media representations of race, social class, gender, and sexual preference in historical and contemporary America. Focuses on the roles of government, corporations, and media professionals in the creation of news, entertainment programming, and advertising. Considers the nature of objectivity and fairness, internalization of imagery, the corrective potential of media-workplace diversity, distinctions between reality and stereotype, and tension between free-market economics and social responsibility. (Same as **Africana Studies 206.**)

Prerequisite: **Sociology 101** or permission of the instructor.

208b,d. Race and Ethnicity. Fall 2002. Mr. Moore.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Africana Studies 208.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

211b. Classics of Sociological Theory. Fall 2002. Ms. Bell. Spring 2003. Mr. White.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or permission of the instructor.

[214b. Science, Technology, and Society.]

215b. Criminology and Criminal Justice. Fall 2003. The Department.

Focuses on crime and corrections in the United States, with some cross-national comparisons. Examines the problematic character of the definition of "crime." Explores empirical research on the character, distribution, and correlates of criminal behavior and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Discusses the implications of the nature and causes of crime for law enforcement and the administration of justice. Surveys the varied ways in which prisons and correctional programs are organized and assesses research about their effectiveness.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

[216b. Sociology of Identity and Interaction.]

217b,d. Overcoming Racism. Spring 2003. Mr. Partridge.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Africana Studies 217.**)

Prerequisite: **Sociology 10** or **101,** or **Anthropology 101**.

218b. Sociology of Law. Spring 2004. The Department.

An analysis of the development and function of law and legal systems in industrial societies. Examines the relationships between law and social change, law and social inequality, and law and social control. Special attention is paid to social influences on the operation of legal systems and the resultant gaps between legal ideals and the "law in action."

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

219b. Sociology of Gender. Spring 2004. Ms. Riley.

Focuses on gender as an organizing principle of societies, and examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Explores the role of gender in institutional structures including the economy and the family. Particular attention is paid to the sexual differentiation of language, sex inequality and sex segregation in the workplace, the global feminization of poverty, and compulsory heterosexuality and the experiences of lesbians and gay men. (Same as **Women's Studies 219.**)

Prerequisite: **Sociology 101** or **Anthropology 101** and **Women's Studies 101** or a 200-level sociology course.

220b. Social Class and Power in American Society. Fall 2002. Mr. White.

A sociological analysis of the structure of inequality in the United States and the corresponding connections to global inequalities. Surveys some of the major sociological theories of social class and inequality and applies them to the American power structure and the nature and extent of inequality in the U.S. Connects domestic trends in social class and inequality with global trends of a similar nature. Topics include homelessness, hunger, racial and gender inequality, corporate power, trends in work and wages, the tax structure, the social welfare system, and global trade. Both micro- and macro-level solutions will be analyzed.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor

221b. Environmental Sociology. Spring 2003. Mr. Bandy.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Environmental Studies 221.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

222b. Introduction to Human Population. Fall 2003. Ms. Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222** and **Women's Studies 224.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

223b. Cultural Interpretations of Medicine. Spring 2004. Ms. Bell.

Explores a series of topics in health studies from the perspectives of the humanities and social sciences: medical ethics, the development and use of reproductive technologies, relationships between doctors and patients, disability, public health, and the experience of illness. Encourages reflection about these topics through ethnographies, monographs, novels, plays, poetry, and visual arts, such as *Regeneration* (Barker), *Cultural Sniping* (Spence), *Wit* (Edson), *Metamorphosis* (Kafka), and *Embodied Progress* (Franklin). (Same as **Women's Studies 223.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

225b. Globalization and Social Change. Fall 2002. Mr. Bandy.

Focuses on theories related to the transnational economy and its current restructuring, and explores the impact of globalization on the lives of working people, on the global division of labor, on gender inequality, and on current environmental crises. Examines the history of different models of economic development, from early imperialism to the present, as they have structured both Western industrial and developing societies. Touches upon various world regions and their unique positions in the global economy, including Latin America, East Asia, and Eastern Europe.

232b,d. Central American Stories: Circulation and Power. Spring 2003. Ms. Moodie.

Explores Central America's cultures and peoples through the theme of *circulation*. Considers the Central American region to be less a physical site than an idea, or set of ideas, emergent and imagined in dialogues and interactions. Topics include the circulation of ideas and images by Northern mass media and in Central American native intellectual production; and the transnational circulation of objects and capital (including coffee and bananas but also maquilas, illegal drugs, and arms) and of workers and refugees. (Same as **Anthropology 232**.)

Prerequisite: **Anthropology 101** or **Sociology 101**.

[233b. Asian American Experience.]

[243b. Sociology of Revolutions.]

[245b. Social Movements.]

248b,d. Activist Voices in India. Spring 2003. Ms. Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Asian Studies 248, Anthropology 248,** and **Women Studies 246.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; History 256, 258, 259, 288**; or **Religion 12, 221, 323**) or permission of the instructor.

251b. Sociology of Health and Illness. Fall 2002. Ms. Bell.

Examines the social contexts of physical and mental health, illness, and medical care. Deals with such topics as the social, environmental, and occupational factors in health and illness; the structure and processes of health care organizations; the development of health professions and the health work force; doctor-patient relationships; ethical issues in medical research; and health care and social change.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

252b. Sociology of Chronic Illness and Disability. Fall 2003. Ms. Bell.

Focuses on the subjective experience of illness, especially chronic illness and disability. What strategies do people use in their daily lives to manage and direct the course of their illness? In what respects do these experiences vary according to such factors as gender, race, ethnicity, and social class? Issues to be addressed include stigma; identity; sexuality; relationships with family, community, and caregivers; work self-help and the independent living movement; feminism and disability rights.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instruction.

Note: This course is offered as part of the curriculum in gay and lesbian studies.

253b. Constructions of the Body. Spring 2003. Ms. Bell.

Explores the body as reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Women's Studies 253.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** and one of the following: **Women's Studies 101, Gay and Lesbian Studies 201,** or a 200-level sociology course.

254b. Witchcraft in the Modern World. Fall 2002. Mr. Tomlinson.

Explores witchcraft as a modern phenomenon from an anthropological perspective. Questions examined include: What has it meant to identify as a witch, Wiccan, Neo-Pagan, or the like in recent history and the present age? Why have narratives of witchcraft circulated so successfully in different cultural contexts for such long historical periods? In what ways do such groups borrow from mainstream religious ideologies and practices, and in what ways subvert them? How can we investigate the interplay between religious practices and the representations of such practices? (Same as **Anthropology 254.**)

Prerequisite: **Anthropology 101** or **Sociology 101.**

255b,d. Traditional Healing in Sociohistorical Perspective. Spring 2004. Mr. Johnson.

Places non-western healing traditions in social and historical context to illuminate their contemporary popularity. Considers voodoo, spirit worship, herbalism, and other traditional beliefs and practices of African-Americans, Latinos/as, Native Americans, and other marginalized groups. Explores the universalizability of the meanings of illness and healing across cultures and through history, and factors influencing observed variability.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

258b. Religion, Language, and Performance. Spring 2003. Mr. Tomlinson.

To what extent are religious meanings, experiences, and sensibilities constructed through language used in performance? Conversely, what is the symbolic potential of non-linguistic religious practices? We read ethnography and theory describing religious practices in many different cultures, exploring the way language can constitute religious action. Topics include different conceptions of "performance" and "performativity," language's role in constructing senses of danger, language as material representation of immaterial agents, and divine reported speech. (Same as **Anthropology 258.**)

Prerequisite: **Anthropology 101** or **Sociology 101**.

[261b,d. Contemporary Chinese Society, Part I.]

[262b,d. Contemporary Chinese Society, Part II.]

291b–294b. Intermediate Independent Study in Sociology. The Department.

[303b. Oppression and Liberation.]

310b. Advanced Seminar: Current Controversies in Sociology. Spring 2003. Mr. Bandy and Ms. Bell.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: **Sociology 209** or **211,** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Sociology. The Department.

ANTHROPOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

[22b. Inventing the Seaside.]

Introductory, Intermediate, and Advanced Courses

101b,d. Introduction to Cultural Anthropology. Fall 2002. Ms. Dickey. Spring 2003. Mr. Tomlinson.

Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. This course introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include: cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

102b,d. Introduction to World Prehistory. Every spring. Ms. Kaplan.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

201b. Anthropological Research. Every fall. Ms. Moodie.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own fieldwork experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101**.

202b. Essentials of Archaeology. Fall 2002. Mr. MacEachern.

Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time.

Prerequisite: **Anthropology 102**, or **Archaeology 101** or **102**, or permission of the instructor.

203b. History of Anthropological Theory. Every fall. Ms. Dickey.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101**.

[206b. The Archaeology of Gender and Ethnicity.]

221b. The Rise of Civilization. Spring 2004. Mr. MacEachern.

Archaeology began with the study of the great states of the ancient world, with Egypt, Mesopotamia, China, the Maya, and the Aztecs. Examines the origins of civilizations in the Old and New Worlds, using archaeological, historical, and ethnographic data. Reviews the major debates on state formation processes, the question of whether integrated theories of state formation are possible, and the processes leading to the collapse of state societies.

Prerequisite: **Anthropology 101** or **102**.

222b. Culture through Performance. Spring 2004. Ms. Dickey.

"Cultural performance" covers not only drama, dance, and music, but also such cultural media as ritual, literature, celebration, and spectacle. The anthropological study of these media examines their performers, producers, and audiences, in addition to their form and content. Questions fundamental to this study are: What does cultural performance uniquely reveal about a culture to both natives and outsiders? What social, psychological, and political effects can it have on participants and their societies?

Prerequisite: **Anthropology 101**, or permission of the instructor.

223b. Nationalism and Ethnicity. Spring 2004. Ms. Ballinger.

Explores the relationship between ethnic and national identity, in light of predictions of the nation-state's imminent demise. Examines historical development of the concepts of "nation" and "ethnic" in the context of state formation, political movements, and practices of disciplinary "scientific" knowledge (including philology, anthropology, history, genetics, and evolutionism). Reviews identity and evaluates varying theoretical perspectives including primordialism, situationalism, instrumentalism, and constructivism. In addition, the course discusses the interweaving of analyses of class, gender, ethnicity, and nationalism, and studies the emergence of new types of "cultural fundamentalism" and the current proliferation of ethnic and national violence.

Prerequisite: Previous course in anthropology or sociology.

225b. Class and Culture. Spring 2003. Ms. Dickey.

Examines theories of class and hierarchy, ranging from Marx and Weber to Foucault, and ethnographies of class cultures. Investigates the mutual impact of class and culture, the places of socioeconomic classes in wider systems of stratification, and the interaction of class and other forms of hegemony.

Prerequisite: **Anthropology 101** or **Sociology 101**.

[226b. Ethnoarchaeology: Visiting the Present to Understand the Past.]

228b. Language, Culture, and Emotion. Fall 2004. Ms. Van Vleet.

Explores emotion as shaped by culture and language and as produced in interactions in a variety of social and cultural contexts. Focuses primarily on oral expression. Topics include language acquisition and childhood; concepts of the self and subjectivity; emotional performances; cross-cultural concepts of emotion; class, gender, and emotional conventions; language and embodiment; bilingualism, solidarity, and cross-cultural communication; affect, literacy, and social transformation; aesthetics. Genres such as gossip, story-telling, sermon and prayer, ceremonial wailing, and love letters are included. Attention is given to the methods of linguistic anthropology.

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

229b. Maya Archaeology and Ethnohistory. Fall 2002. Ms. Shaw.

Focuses on the Maya civilization of Central America using archaeological data and Spanish accounts of traditional Maya life at the time of the conquest. Topics include Maya adaptations to diverse tropical environments, the decipherment of Maya writing, political instability and warfare, and Maya cosmology and the continuation of these beliefs into modern times. Semester projects are used for intensive research into selected issues of Maya archaeology.

Prerequisite: **Anthropology 102, 202**, or permission of the instructor.

230b. Language, Identity, and Power. Spring 2004. Ms. Van Vleet.

What place does language have in everyday life? How are identities produced and perceived in personal and social interactions? How is language used to reinforce, challenge, or reconfigure relationships of power? Approaches the study of language as a social and historical reality that emerges in the interactions of individuals. Using examples from a variety of social and cultural contexts, discusses: the relationship between language, culture, and thought; structure and agency; language and social inequality; language acquisition and socialization; multilingualism and multiculturalism; verbal art and performance. Throughout, considers how aspects of an individual's identity such as gender, race, ethnicity, class, age, and sexual orientation articulate in social and linguistic interactions.

Prerequisite: **Anthropology 101** or permission of the instructor.

231b,d. Native Peoples and Cultures of Arctic America. Fall 2002. Ms. Kaplan.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments. (Same as **Environmental Studies 231.**)

Prerequisite: **Anthropology 101** or **102**.

232b,d. Central American Stories: Circulation and Power. Spring 2003. Ms. Moodie.

Explores Central America's cultures and peoples through the theme of *circulation.* Considers the Central American region to be less a physical site than an idea, or set of ideas, emergent and imagined in dialogues and interactions. Topics include the circulation of ideas and images by Northern mass media and in Central American native intellectual production; and the transnational circulation of objects and capital (including coffee and bananas but also maquilas, illegal drugs, and arms) and of workers and refugees. (Same as **Sociology 232.**)

Prerequisite: **Anthropology 101** or **Sociology 101**.

233b,d. Peoples and Cultures of Africa. Spring 2003. Mr. MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and reading cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examines, but are not the principal focus of the course. (Same as **Africana Studies 233**.)

Prerequisite: Previous course in anthropology.

234b,d. Women, Power, and Identity in India. Spring 2004. Ms. Dickey.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Asian Studies 234** and **Women's Studies 252.**)

Prerequisite: **Anthropology 101** or **Sociology 101,** or permission of the instructor.

235b,d. South Asian Cultures and Societies. Fall 2003. Ms. Dickey.

An introduction to the cultures and societies of South Asia, including India, Nepal, Pakistan, Bangladesh, and Sri Lanka. Issues of religion, family and gender, caste, and class are examined through ethnographies, novels, and films, and through in-class simulations of marriage arrangements, and caste ranking. (Same as **Asian Studies 235**.)

Prerequisite: **Anthropology 101** or **Sociology 101,** or permission of the instructor.

[237b,d. Family, Gender, and Sexuality in Latin America.]

238b,d. Culture and Power in the Andes. Spring 2005. Ms. Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadores swiftly defeated the Inka empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inka concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration.

Prerequisite: Previous course in anthropology or sociology.

239b,d. Indigenous Peoples of North America. Fall 2002. Ms. Shaw.

An overview and analysis of native North American societies from pre-Columbian times to the present. Topics include the political, economic, family, and religious organization of Native American societies; the impact of European expansion; and the current situation—both on and off reservation—of Native Americans.

Prerequisite: Previous course in anthropology or sociology, or permission of the instructor.

240b,d. Nationalism and Transnationalism in the Pacific Islands. Fall 2002. Mr. Tomlinson.

New nationalist movements in the Pacific Islands give fresh urgency to questions about how the "nation-state" has become a standard sociopolitical category in the modern era. Focuses on nationalist movements that have taken place since the 1970s in the post-independence Pacific, drawing people into national orbits through shared senses of culture, ethnicity, and consumption. Readings include material from Melanesia, Micronesia, and Polynesia, focusing especially on Papua New Guinea, the Solomon Islands, Fiji, Hawaii, and New Zealand.

Prerequisite: **Anthropology 101** or **Sociology 101**.

[244b. Peoples and Societies of the Mediterranean.]

246b. Peoples and Societies of the Balkans. Spring 2004. Ms. Ballinger.

Explores the conceptual and political construction of the Balkans as a crossroads between great empires, religious systems, languages, and ethnic and national groups. Topics covered include: the tensions (past and present) between visions of commonality (pan-Slavism, for example) and exclusive national definitions; local responses to broad processes of state formation, war, and modernization; and the transformation of much of the region as a result of five decades of state socialism. The ongoing changes in the region with the transition from socialist rule will receive particular attention.

Prerequisite: Previous course in anthropology or permission of the instructor.

248b,d. Activist Voices in India. Spring 2003. Ms. Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Asian Studies 248**, **Sociology 248**, and **Women Studies 246**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235**; **History 256, 258, 259, 288**; or **Religion 12, 221, 323**) or permission of the instructor.

249b,d. Mesoamerican Civilizations. Spring 2003. Ms. Shaw.

Examines the rise of social complexity in Central America, beginning with the early farming villages of the second millennium b.c., through the rise of Mexican and Mayan civilizations, and culminating in the turbulence of the Aztec Empire and the coming of Spanish explorers. Focuses on the archaeological record of the region, but also includes the recent decipherment of Maya writing and the symbolic interpretations of art and architecture.

Prerequisite: **Anthropology 101** or **102.**

[251b. The Culture of Italian Fascism.]

252b. Anthropology of Crime. Fall 2002. Ms. Moodie.

Challenges "common-sense" and legalistic notions of contemporary criminality, comparing ideas about and representations of lawbreaking and violence in different communities. Examines how people talk about violence in their lives; how conceptions of individual, community and state morality and responsibility are managed in varying cultural contexts; how race, gender, and class identities interact with experiences of violence; and how mass media portray crime and criminals.

Prerequisite: **Anthropology 101** or **Sociology 101**.

254b. Witchcraft in the Modern World. Fall 2002. Mr. Tomlinson.

Explores witchcraft as a modern phenomenon from an anthropological perspective. Questions examined include: What has it meant to identify as a witch, Wiccan, Neo-Pagan, or the like in recent history and the present age? Why have narratives of witchcraft circulated so successfully in different cultural contexts for such long historical periods? In what ways do such groups borrow from mainstream religious ideologies and practices, and in what ways subvert them? How can we investigate the interplay between religious practices and the representations of such practices? (Same as **Sociology 254.**)

Prerequisite: **Anthropology 101** or **Sociology 101.**

256b. African Archaeology: The Roots of Humanity. Spring 2004. Mr. MacEachern.

Examines the prehistory of Africa since the appearance of modern humans on that continent about 100,000 years ago. Particular attention is paid to changes in African economies and social systems through time. Topics include the cultural development of modern humans in Africa; the beginnings of agriculture in different parts of the continent; state formation processes in sub-Saharan Africa; and the coordination of ethnographic, linguistic, and archaeological data in research. (Same as **Africana Studies 256.**)

Prerequisite: **Anthropology 101** or **102,** or permission of the instructor.

257b. Environmental Archaeology. Fall 2002. Ms. Henshaw.

Explores the theoretical and methodological approaches archaeology uses to study the diverse and changing relationships between humans and the environment. Theoretical issues focus on the different ways archaeologists and cultural anthropologists define and understand the role culture plays in mediating human/environmental interactions. Drawing on ethnographic and archaeological examples, special emphasis is placed on the way humans have adapted to local environments and have been the periodic instigators of ecosystemic change, both in the past and present. Also examines how archaeological research design and survey methods can be used in conjunction with other disciplines, including biology, geology, and history, to locate sites and provide baseline information on changing landscapes through time. A significant component to the class involves hands-on field research at Bowdoin's Coastal Studies Center on Orr's Island. Students participate in mapping exercises on the property and conduct systemic surveys to document changing land use practices through time. (Same as **Environmental Studies 257**.)

Prerequisite: **Anthropology 102** or permission of the instructor.

258b. Religion, Language, and Performance. Spring 2003. Mr. Tomlinson.

To what extent are religious meanings, experiences, and sensibilities constructed through language used in performance? Conversely, what is the symbolic potential of non-linguistic religious practices? We read ethnography and theory describing religious practices in many different cultures, exploring the way language can constitute religious action. Topics include different conceptions of "performance" and "performativity", language's role in constructing senses of danger, language as material representation of immaterial agents, and divine reported speech. (Same as **Anthropology 258.**)

Prerequisite: **Anthropology 101** or **Sociology 101**.

[260b. Cultures on Display: Anthropology and Museums.]

[270b. Changing Cultures and Dynamic Environments.]

280b. Race, Biology, and Anthropology. Fall 2002. Mr. MacEachern.

Critically examines the biological justifications used to partition humanity into racial groups. Investigates the nature of biological and genetic variability within and between human populations, as well as the characteristics of human biological races as they have traditionally been defined. Considers whether race models do a good job of describing how human populations vary across the earth. Critically appraises works by a variety of authors, including Phillippe Rushton, Charles Murray, and Michael Levin, who claim that racial identity and evolution work together to structure the history and the potentials of human groups in different parts of the world. (Same as **Africana Studies 280**.)

Prerequisite: **Anthropology 101** or **102**, or **Sociology 101**, or permission of the instructor.

291b–294b. Intermediate Independent Study in Anthropology. The Department.

310b. Contemporary Issues in Anthropology. Every spring. Mr. MacEachern.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: **Anthropology 101, 102, 201,** and **203**, or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Anthropology. The Department.

Theater and Dance

Professor	*Adjunct Lecturers*
June A. Vail	Judy Gailen
Assistant Professor	Libby Marcus
Davis Robinson, *Chair*	*Department Coordinator*
Lecturers	Noma T. Petroff
Gretchen Berg	
Johanna I. Campbell	
Gwyneth Jones	
Paul Sarvis	

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 27.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See pages 177–78.

DANCE

The Dance curriculum provides a coherent course of study through classes in dance history, theory, criticism, choreography, and performance studies, including dance technique and repertory. The department emphasizes dance's relation to the performing and fine arts, and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101; Dance 111/112, 211/212,** or **311/312**; **Dance 102, 130,** or **140**; and two additional courses at the 200 level or higher.

Introductory, Intermediate, and Advanced Courses

101c. Cultural Choreographies: An Introduction to Dance. Every year. Fall 2002. Ms. Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. Explores how dance forms and movement activities reveal information about cultural norms and values and affect social perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and group identities. Examines dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Women's Studies 102.**)

102c. Making Dances. Every year. Spring 2003. Ms. Vail.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances.

104c. Stagecraft. Every other year. Fall 2003. Mr. Schiff-Verre.

Introduction to the language and practice of technical theater. Hands-on experience in lighting, sound, costuming, and scenic and property construction. Considers the demands and limits of different theatrical spaces, as well as job roles and management for theater and dance productions. Includes forty hours of laboratory work. (Same as **Theater 104**.)

130c. Principles of Design. Every year. Spring 2003. Ms. Gailen.

Studio course that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Visual Arts 165** and **Theater 130.**)

140c. Performance Art. Every other year. Spring 2004. Ms. Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Visual Arts 175** and **Theater 140.**)

201c. Topics in Dance History: Five American Originals. Every third year. Fall 2004. Ms. Vail.

Focuses on five acclaimed and controversial twentieth century choreographers. Students analyze their widely differing aesthetic goals, political stances, and popular and critical reception. Also explores these artists' signature styles, combining movement with reading, viewing, writing, and discussion. Students will devise a project including research and performance components on an innovative American choreographer in the dance form of their choice. Choreographers from past courses have included—among others—Isadora Duncan, Fred Astaire, Martha Graham, Merce Cunningham, George Balanchine, Charles "Honi" Coles, Twyla Tharp, and Bill T. Jones.

Prerequisite: **Dance 101, 102, 111/112, 211/212,** or **311/312,** or permission of the instructor.

220c. Dance Genres. Spring 2004. Ms. Vail.

Studio technique and theory, focusing on three disparate dance genres. Students learn and practice these forms, and examine their meaning as art and cultural expression. When applicable, they are used as sources for the skills, strategies, and subjects of concert dance. The genres may range from African dance to ballet; hip-hop to contact improvisation; ballroom to belly dance; and other national, regional, or ethnic dance forms.

Prerequisite: **Dance 101, 111/112, 140, 211/212**, or **311/312**.

320c. Advanced Performance Theory and Practice. Every third year. Fall 2005. The Department.

Designed for strong and experienced dancers, and conducted as a series of rehearsals culminating in a performance at the semester's end. The final performance piece is either an original faculty-choreographed piece or a reconstructed historical dance. Students should expect a more rigorous rehearsal process than in **Dance 112** or **212,** with greater demand placed on their individual creative, musical, organizational, and physical skills. Students are required to participate in rehearsals and performances outside of class time.

Prerequisite: Previous 200- or 300-level dance course.

321c. Viewing and Re-viewing Theater and Dance: Critical Perspectives on the Performing Arts. Every third year. Spring 2003. Ms. Vail.

Investigates critical perspectives on the performing arts and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. (Same as **Theater 325.**)

Prerequisite: Previous full-credit course in dance or theater, or permission of the instructor.

322c. Advanced Performance Theory and Practice: Ensemble Performance. Every third year. Spring 2003. Mr. Robinson.

An opportunity for theater and dance students to work together on an original performance piece. Examines other groups in dance and theater that have developed similar works based on literature, current events, and personal experience. Students research and explore a theme together to build a work that blurs the boundaries between theater and dance, using a combination of physical and narrative exercises to develop the score/script. Students build the piece collaboratively over the semester and present it at the end of the term. (Same as **Theater 322.**)

Prerequisite: Previous 100-level theater or dance course and an additional theater or dance course, preferably at the 200 level.

323c. Advanced Dance: Breath, Voice, Movement, and Text. Fall 2003. Ms. Jones.

Explores the relationship between movement and language. Text is considered as an inspiration, subject, formal template, or framing device for dance. May be taught as a performance class, a creative process class, or a studio/theory class, and may be team-taught with a member of the English department faculty. Some outside rehearsal time is required.

Prerequisite: Previous 200- or 300-level dance course.

324c. Advanced Dance: Borrowed Forms. Spring 2004. Mr. Sarvis.

Under faculty direction, experienced dancers create and perform a dance based on historical models. May be based on the values of a single choreographer (e.g., the music visualization and ironic humor of Mike Morris), or on unlikely combinations (e.g., abstract expressionists performing the chance operations of Merce Cunningham). Students are required to rehearse and perform outside of class time.

Prerequisite: Previous 200- or 300-level dance course.

291c–294c. Intermediate Independent Study in Dance. The Department.

401c–404c. Advanced Independent Study in Dance. The Department.

Performance Studies in Dance

The foundation for performance studies classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses on an inventive, unrestricted approach to movement informed by an understanding of basic dance technique. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates.

Performance studies courses (**111, 211, 311;** and **112, 212, 312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111, 211, 311**) *and* a repertory course (**112, 212, 312**) in the same semester for *one full academic course credit.* Attendance at all classes is required. Grading is Credit/Fail.

Instructors for 2002–2003: Gwyneth Jones and Paul Sarvis.

111c. Introductory Dance Technique. Every semester. The Department.

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. While focusing on the craft of dancing, students develop an appreciation of their own styles and an understanding of the role of craft in the creative process. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. One-half credit.

112c. Introductory Repertory and Performance. Every semester. The Department.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show, the annual Spring Performance in Pickard Theater, or Museum Pieces at the Walker Art Building in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. One-half credit.

211c. Intermediate Dance Technique. Every semester. The Department.

A continuation of the processes introduced in **Dance 111.** One-half credit.

212c. Intermediate Repertory and Performance. Every semester. The Department.

Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and requirement introduced in **Dance 112.** One-half credit.

311c. Intermediate/Advanced Dance Technique. Fall 2002. Spring 2003. Ms. Jones.

A continuation of the processes introduced in **Dance 211.** One-half credit.

312c. Intermediate/Advanced Repertory and Performance. Fall 2002. Spring 2003. Ms. Jones.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and requirement introduced in **Dance 212.** One-half credit.

THEATER

The theater program at Bowdoin offers students the opportunity to examine the ways in which theater serves a community, challenges assumptions, entertains, and provokes. Courses are offered in performance, theory, history, design, and stagecraft. Faculty-directed productions are open by audition to the entire student body. Student-directed projects under faculty supervision are encouraged through independent study and honors projects. Emphasis is placed on theater's fundamental connection to the liberal arts curriculum at Bowdoin, as well as theater literacy, performance skills, respect for language, and an understanding of social/historical influences on drama. The aim is to develop imaginative theater practitioners who collaboratively solve problems of form and content with a passionate desire to express the human condition on stage.

Requirements for the Minor in Theater

The minor consists of five courses: Two courses from **Theater 101,102, 103, 106, 120, 130, 140;** two courses from **Theater 220, 240, 250, 270, 320, 321, 322, 360;** and one additional course in theater or dance.

101c. Making Theater. Fall 2002. Ms. Marcus.

An introductory exploration of the nature of theater: how to think about it, how to look at it, how to make it. Focuses on active studio work. Students examine theories of twentieth-century theater makers, see and reflect on live performances, and experience different approaches to making original work. Students work together to develop and perform three small pieces and a final group performance project.

[102c. American Popular Theater.]

103c. Women in Performance. Fall 2003. Ms. Berg.

An exploration of women on stage—as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Women's Studies 103.**)

104c. Stagecraft. Every other year. Fall 2003. Mr. Schiff-Verre.

Introduction to the language and practice of technical theater. Hands-on experience in lighting, sound, costuming, and scenic and property construction. Considers the demands and limits of different theatrical spaces, as well as job roles and management for theater and dance productions. Includes forty hours of laboratory work. (Same as **Dance 104**.)

106c. Introduction to Drama. Fall 2002. Ms. Nickel.

Explores the history and variety of dramatic forms with particular attention to the social contexts and cultural functions of dramatic performances. Works to be studied include selected Mystery Cycle dramas, scenarios from the *Commedia dell'Arte,* plays by Aeschylus, Shakespeare, Molière, Etherege, Sheridan, Synge, Yeats, Ibsen, Wilde, Williams, and Pirandello. Reading of the plays will be supplemented by selections from dramatic theory, actor biographies, and non-fictional texts contemporaneous to the dramas. (Same as **English 106**.)

120c. Acting I. Every semester. Fall 2002. Spring 2003. Ms. Campbell.

Acting I introduces students to the physical, emotional, and intellectual challenge of the acting process. Voice and movement work, analysis of dramatic texts from an actor's point of view, and improvisational exercises are used to provide students with a variety of methods for acting truthfully on stage.

130c. Principles of Design. Every year. Spring 2003. Ms. Gailen.

Studio course that stimulates students to consider the world of a play, dance, or performance piece from a designer's perpective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Visual Arts 165** and **Dance 130.**)

140c. Performance Art. Every other year. Spring 2004. Ms. Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Visual Arts 175** and **Dance 140.**)

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2003. Mr. Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale,* and *The Tempest* in light of Renaissance genre theory. (Same as **English 210.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2003. Mr. Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **English 211.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

[212c. Shakespeare's History Plays.]

220c. Acting II. Every year. Spring 2003. Mr. Robinson.

An intermediate course extending the work of Acting I. Students research and present a variety of scenes from classical and contemporary texts, with emphasis placed on the link between language and emotional truth. Text analysis is accompanied by rigorous voice and movement work to provide students with a practical approach to scene work.

Prerequisite: Previous 100-level theater course.

[223c. Renaissance Drama.]

230c. Restoration and Eighteenth-Century Drama. Every other year. Fall 2002. Ms. Kibbie.

This study of English drama from 1660 to the end of the eighteenth century focuses on a variety of dramatic modes, including Restoration comedy, heroic tragedy, "she-tragedy," and sentimental comedy. Authors may include Wycherley, Etherege, Behn, Congreve, Shadwell, Dryden, Rowe, Otway, Centlivre, Inchbald, Addision, Steele, Sheridan, and Goldsmith. (Same as **English 230.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

236c. Opera. Spring 2003. Ms. Hunter.

Introduction to a genre often called "ridiculous," "irrational," "extravagant," and "snobby," whose archetypal image is of large women in horns bellowing about love. In close considerations of a small number of operatic masterpieces by composers from Handel to John Adams, asks why enacting a play in song is plausible or even desirable, how a variety of composers in different epochs have solved the problems presented by this genre, and finally, how opera as a genre figures in contemporary culture. (Same as **Music 136.**)

240c. Improvisation. Every other year. Spring 2003. Ms. Berg.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures.

Prerequisite: Previous 100-level theater or dance course.

250c. Performing Shakespeare. Every other year. Fall 2002. Mr. Robinson.

An acting course with emphasis on the theatrical use of verse and heightened language, understanding Elizabethan culture, and the creation of contemporary theatrical productions from classical texts by Shakespeare and his contemporaries. Vigorous voice and movement work, combined with dramaturgical research, results in a workshop production of a classical play to be performed for the public at the end of the semester.

262c. Drama and Performance in the Twentieth Century. Every other year. Fall 2002. Ms. Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with an eye to the cultural and sexual politics attending all of these categories. (Same as **English 262** and **Women's Studies 262.**)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

270c. Directing. Spring 2003. Mr. Robinson.

Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, casting, and rehearsing with actors. Attention is also paid to collaborating with designers. Students study directing theories and techniques, and complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. A final research and rehearsal portfolio is required.

Prerequisite: Previous 100-level course in theater or dance.

280c,d. Self on Stage: The Nô Theater. Fall 2002. Mr. Nishiuchi.

Examines Zeami, a medieval aesthetician of the *Nô* theater. In particular, considers the self, emerging in the theatrical way in which "actor" and "spectator" encounter each other to disappear into "empty." Gadamer's "playing field" and Nietzsche's "tragedy" are considered as possible means of interpretation. (Same as **Asian Studies 280.**)

320c. Advanced Performance Theory and Practice: Theater Styles. Spring 2004. Mr. Robinson.

An advanced acting class that explores issues of style. What is Tragedy? Farce? Melodrama? Commedia? Realism? The Absurd? Through research, analysis, and scene work in class, students become familiar with a range of theatrical idioms. Emphasis is placed on understanding the social/cultural needs that give rise to a particular style, and the way in which style is used in contemporary theater to support or subvert a text.

Prerequisite: Previous 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

321c. Advanced Performance Theory and Practice: Comedy in Performance. Every third year. Spring 2005. Mr. Robinson.

Looks at several facets of comedy on stage, from its origins in Greek and Roman theater to contemporary comic forms. Theory is combined with practical exercises in clowning, satire, physical comedy, wit, timing, phrasing, and partner work to develop a comic vocabulary for interpreting both scripted and original work. Students work in solos, duets, and groups to create final performance projects that are presented to the public at the end of the semester.

Prerequisite: Previous 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

322c. Advanced Performance Theory and Practice: Ensemble Performance. Every third year. Spring 2003. Mr. Robinson.

An opportunity for theater and dance students to work together on an original performance piece. Examines other groups in dance and theater that have developed similar works based on literature, current events, and personal experience. Students research and explore a theme together to build a work that blurs the boundaries between theater and dance, using a combination of physical and narrative exercises to develop the score/script. Students build the piece collaboratively over the semester and present it at the end of the term. (Same as **Dance 322**.)

Prerequisite: Previous 100-level theater or dance course and an additional theater or dance course, preferably at the 200 level.

325c. Viewing and Re-viewing Theater and Dance: Critical Perspectives on the Performing Arts. Every third year. Spring 2003. Ms. Vail.

Investigates critical perspectives on the performing arts and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. (Same as **Dance 321**.)

Prerequisite: Previous full-credit course in dance or theater, or permission of the instructor.

335c,d. Theaters of the Book in Renaissance England. Spring 2003. Mr. Kitch.

Investigates the historical relationship between printing and drama as modes of production in Elizabethan and Jacobean England. Examines a number of plays of this period from the perspective of the revolutionary technology of print and the history of the book as a cultural form, exploring the relationship between text and performance, quarto and folio editions, manuscript and print circulation, and the evolution of printing and drama as complementary cultural institutions. Readings include plays by Kyd, Marlowe, Shakespeare, and Jonson; primary sources on the early print industry, such as Joseph Moxon's *Mechanical Exercises;* and influential accounts of printing and literary production by authors like Marshall McLuhan, Elizabeth Eisenstein, Michel de Certeau, Roger Chartier, Peter Stallybrass, Pierre Bourdieu, and Adrian Johns. This course satisfies the English department's requirement for pre-1800 courses. (Same as **English 335**.)

Prerequisite: Previous first-year seminar or 100-level course in the English department.

360c. Playwriting. Alternate years. Fall 2002. Ms. Berg.

A workshop in writing for contemporary theater. Includes introductory exercises in writing monologues, dialogue, and scenes, then moves to the writing and revising of a short play, a solo performance piece, or a staged adaptation of existing material. Students read plays and performance texts, considering how writers use speech, silence, and action; how they structure plays and performance pieces; and how they approach character and plot. (Same as **English 360**.)

Prerequisite: Previous 100-level course in theater or dance or permission of the instructor.

291c–294c. Intermediate Independent Study in Theater. The Department.

401c–404c. Advanced Independent Study in Theater. The Department.

Women's Studies

Administered by the Women's Studies Program Committee;
Rachel Connelly, *Program Director and Chair*
Anne E. Clifford, *Program Coordinator*

(See committee list, page 323.)

Associate Professor
Jennifer Scanlon
Assistant Professor
Kristen Ghodsee

The Women's Studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Women's studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in women's studies investigate the experience of women in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.

Requirements for the Major in Women's Studies

The major consists of ten courses, including three required core courses—**Women's Studies 101, 201,** and either **300** or **301**—that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of women's studies courses, or from a set of courses in other disciplines that have been approved by the Women's Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as "same as" women's studies courses. Women's studies courses are numbered to indicate both the level of course instruction and the degree of emphasis on feminist theory. The general level of instruction is indicated by the first number, so that courses below 30 are first-year seminars, 100–199 are general introductory courses, 200–290 are general intermediate-level courses, and 300 and above are advanced seminars intended for juniors and seniors. Within each level, numbers above 50 indicate courses with a substantive feminist-theoretical or gender-analytic approach. Four of these seven courses must be selected to constitute a focused methodological and thematic concentration that will culminate in a required project or presentation in the student's final semester.

A student who declares a women's studies major will design a concentration in consultation with the director of women's studies. In the concentration, the student uses the methodologies and perspectives of related disciplines to develop a focused expertise in gender analysis. For example, a student might choose a concentration in literature and gender analysis, or in the historical development of gender relations and the cultural representation of gender.

The student will take three additional women's studies courses or courses approved by the program committee outside the concentration that explore other methodologies, themes, or questions of gender, thus allowing the student to gain multidisciplinary breadth. In total, no more than three of the seven elective courses (courses within the concentration and courses outside the concentration) may be from the same department. In case of elective courses that are listed as related women's studies courses, the departmental affiliation of the course is considered the department of which the instructor is a member.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught women's studies courses and served on the Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Women's Studies 401** and **402**) are required for an honors project in women's studies. No more than two independent studies courses may count toward the women's studies major.

Requirements for the Minor

The minor consists of **Women's Studies 101,** normally taken in the first or second year, and four additional courses. Students may count courses in their major, but may count only two courses from any given discipline.

First-Year Seminars

For a full description of first-year seminars, see pages 134–43.

18b. Turning the Twentieth Century. Fall 2002. Ms. Scanlon.
(Same as **History 18.**)

20c. In Sickness and in Health. Fall 2003. Ms. Tananbaum.
(Same as **History 20.**)

21c. The Great Soviet Experiment through Film. Every other fall. Fall 2003. Ms. Knox-Voina.
(Same as **Russian 20.**)

22b. The Woman's Film. Spring 2003. Ms. Briefel.
(Same as **English 20.**)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Women's Studies. Fall 2002. Ms. Ghodsee. Spring 2003. Ms. Ghodsee.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. The course explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c. Cultural Choreographies: An Introduction to Dance. Every year.
Fall 2002. Ms. Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. Explores how dance forms and movement activities reveal information about cultural norms and values and affect social perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and group identities. Examines dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Dance 101.**)

103c. Women in Performance. Fall 2003. Ms. Berg.

An exploration of women on stage—as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Theater 103.**)

201b. Feminist Theory and Methodology. Fall 2002. Ms. Scanlon.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. This course examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Women's Studies 101** or permission of the instructor.

204b. Families: A Comparative Perspective. Fall 2003. Ms. Riley.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Sociology 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

[206b. The Archaeology of Gender and Ethnicity.]

[209c,d. Gender in Islam.]

218b. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century. Spring 2003. Ms. Ghodsee.

Focuses on gender issues in nations whose social, cultural, political, and economic histories have been shaped and/or influenced by Marxist-Leninism. Begins with a thorough examination of socialist ideas about the role of men and women in society and how these ideas evolved over time in the different countries and regions. The practical ramifications of these ideologies are studied through a survey of policies, programs, and projects that were implemented by socialist governments around the world. Addresses how socialist ideologies of gender influenced everything from the rise of the second wave feminists in the United States to the political ascendance of the Taliban in Afganistan. Considers the political and economic changes that have occurred after the collapse of the Soviet Union. Specifically deals with issues of race, class, religion, ethnicity, sexuality, and gerontocracy, as they directly relate to the (re)construction of identity taking place throughout former and/or transitioning socialist countries.

219b. Sociology of Gender. Spring 2004. Ms. Riley.

Focuses on gender as an organizing principle of societies, and examines how gender is involved in and related to differences and inequalities in social roles, gender identity, sexual orientation, and social constructions of knowledge. Explores the role of gender in institutional structures including the economy and the family. Particular attention is paid to the sexual differentiation of language, sex inequality and sex segregation in the workplace, the global feminization of poverty, and compulsory heterosexuality and the experiences of lesbians and gay men. (Same as **Sociology 219.**)

Prerequisite: **Sociology 101** or **Anthropology 101**, and **Women's Studies 101** or a 200-level sociology course.

221c. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Every other year. Fall 2002. Ms. Knox-Voina.

Explores twentieth-century Soviet/Russian culture through film, art, architecture, and literature. Emphasis on avant-garde and absurdism of the 1920s; Stalin era of the common good ensured by purges and suppression of private space, humor, and sex; building "cities of the sun"—a scientific utopia; condemnation of the traditional family; film as mass propaganda; new visual icons for the "*Soviet* women and men of steel"; growing conflict between the collective and the individual, between the intelligentsia and the Party; rise of nationalism and environmentalism during the "Thaw," sexual revolution and consumerism during Glasnost and Postglasnost. Weekly viewing of films by Eisenstein, Vertov, Pudovkin, Tarkovsky,Muratova, Mikhalkov, and others. Prose and poetry by Mayakovsky, Zamyatin, Bulgakov, Akhmatova, Tertz, Brodsky, Solzhenitsyn, Aksyonov, Tolstaya. Art works by Natalya Goncharova, M. Chagall, K. Kandinsky, and others. Russian majors required to do some reading in Russian. (Same as **Russian 221.**)

222c. Women in Russian Society and Culture. Every other spring. Spring 2003. Ms. Knox-Voina.

Studies the socially-constructed image of woman in Russian literature, art, and film. Focuses on the emergence of the "Woman Question" (1840s), work of female revolutionaries (1860–1917), creation of the myth of the New Soviet Woman (1920s–1950s), its deconstruction (1960s–1980s), and the appearance of a New Women's Prose (1990s). Cross-cultural analysis of female icon in Hollywood and Soviet film. Russian majors are required to do some of the reading in Russian. (Same as **Russian 222.**)

223b. Cultural Interpretations of Medicine. Spring 2004. Ms. Bell.

Explores a series of topics in health studies from the perspectives of the humanities and social sciences: medical ethics, the development and use of reproductive technologies, relationships between doctors and patients, disability, public health, and the experience of illness. Encourages reflection about these topics through ethnographies, monographs, novels, plays, poetry, and visual arts, such as *Regeneration* (Barker), *Cultural Sniping* (Spence), *Wit* (Edson), *Metamorphosis* (Kafka), and *Embodied Progress* (Franklin). (Same as **Sociology 223.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

224b. Introduction to Human Population. Fall 2003. Ms. Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222** and **Sociology 222.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

227c. Women and World Development: Gender, Economic Developoment, and Transition. Fall 2002 Ms. Ghodsee.

Makes an interdisciplinary and critical survey of the previous development paradigms and their diverse and wide-ranging consequences. Using literary, journalistic, theoretical, and visual texts, first examines the issues and experiences of women in the "developing" and "transitioning" world through their own words. Then reviews the major theoretical underpinnings of the "Women and Development," "Women in Development," and "Gender and Development" movements and the critiques that they have engendered over the previous three decades. Also explores women's issues in the post-modern context, looking at the emerging challenges that late capitalist globalization, neo-liberal economic hegemony, and self-redefining nationalisms and fundamentalisms pose to the way that women ultimately experience their lives and societies.

[237b,d. Family, Gender, and Sexuality in Latin America.]

[240c. English Romanticism I: Radical Sensibility.] .

244c. Victorian Genders. Every other year. Spring 2003. Ms. Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Brontë, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **English 243.**)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

245c,d. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Spring 2003. Ms. Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Africana Studies 245** and **History 245.**)

246b,d. Activist Voices in India. Spring 2003. Ms. Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Asian Studies 248, Anthropology 248,** and **Sociology 248.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; History 256, 258, 259, 288**; or **Religion 12, 221, 323**) or permission of the instructor.

[248c. Music and Gender.]

249c. History of Women's Voices in America. Spring 2004. Ms. McMahon.

Seminar. Examination of women's voices in America from 1650 to the present, as these emerged in private letters, journals, and memoirs; poetry, short stories, and novels; prescriptive literature, essays, and addresses. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **History 249.**)

Prerequisite: Previous course in history.

252b,d. Women, Power, and Identity in India. Spring 2004. Ms. Dickey.

Focuses on India to address contemporary debates in anthropology and women's studies, and questions the representation of Third World women as an oppressed group. Topics include religion, family, communalism, class, and activism in relation to women's identities; sources and images of women's power; and questions of representation. (Same as **Anthropology 234** and **Asian Studies 234.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

253b. Constructions of the Body. Spring 2003. Ms. Bell.

Explores the body as reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Sociology 253.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** and **Women's Studies 101, Gay and Lesbian Studies 201,** or a 200-level sociology course.

256c. Women in Religion. Fall 2002. Ms. Pritchard.

Analysis of the ways in which religion authorizes women's oppression and provides opportunities and resources for women's emancipation. Topics include the enforced gender relationships of monotheism; the goddess movement as alternative society; and the conflicts generated among women by racial, class, religious, ethnic, and sexual differences. Materials drawn from Christianity, Neopaganism, Voudon, and Hinduism. (Same as **Religion 253.**)

258c. Women and Art in Western Europe and the United States: From Renaissance to Present. Spring 2003. Ms. Fletcher.

Considers the role of women as producers, viewers, and subjects of art from the Renaissance to the present. Topics include the tradition of the female nude, the rise of the Academies and their impact on women artists, the role of women as patrons of the arts, the gendered language of art criticism, the emergence of significant numbers of women artists in the twentieth century, and the impact of the women's liberation movement of the 1970s on the art world. (Same as **Art History 256.**)

Prerequisite: **Art History 101.**

261c. Gender, Film, and Consumer Culture. Spring 2003. Ms. Scanlon.

How do we spend money, and why? Exmaines the relationship between gender and consumer culture over the course of the twentieth century. Explores women's and men's relationships to consumer culture in a variety of contexts: the heterosexual household, the bachelor pad, the gay-friendly urban cafeteria, the advertising agency, and the department store. Also explores the ways in which Hollywood films, from the 1930s to the present, have both furthered and complicated gendered notions about the consumption of goods.

Prerequisite: **Women's Studies 101, Film Studies 101**, or permission of the instructor.

262c. Drama and Performance in the Twentieth Century. Every other year. Fall 2002. Ms. Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with an eye to the cultural and sexual politics attending all of these categories. (Same as **English 262** and **Theater 262.**)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

263c. Modern British Literatures. Every other year. Fall 2003. Ms. Reizbaum.

Examines a century of significant writing in the "British Isles" or "United Kingdom" and investigates the national, political, and literary critical shifts in the creation and representation of these literatures. Includes all genres and cuts across national, cultural, and period boundaries. Likely topics include the Great War and "Englishness" (Wilfred Owen, Ezra Pound, Pat Barker), canonic and non-canonic modernisms (T. S. Eliot, Virginia Woolf, James Joyce, Djuna Barnes, Jean Rhys), and the colonial and post-colonial (E.M. Forster, Hanif Kureishi; films by Danny Boyle, Neil Jordan). (Same as **English 263**.)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

264c,d. Islamic Societies in Africa. Fall 2003. Mr. Stakeman.

An examination of Islam as a theological system and as an ideology that orders social relations in some African societies. The course places particular emphasis on the role of women in African Islamic societies. (Same as **Africana Studies 264** and **History 264.**)

285c,d. Caribbean Women's Literature. Spring 2003. Ms. Saunders.

Examines contemporary writing (poetry, novels, and essays) by Caribbean women writing from the Caribbean, Canada, Europe, and the United States through critical approaches that consider the extent to which Caribbean women are representing their cultural identities against colonial and national traditions that have denied their historical presence and constructed them as silent subjects. Writers include Erna Brodber, Olive Senior, Dionne Brand, Marlene Nourbese-Philip, and Jamaica Kincaid. (Same as **Africana Studies 285** and **English 285**.)

Prerequisite: One first-year seminar or 100-level course in Africana studies, English, or women's studies.

[300b,d. Capstone Seminar: Global Feminisms.]

[322c. Race, Gender, and Ethnicity in British and European Society.]

[323c. Spanish Cinema.]

328c. The Horror Film in Context. Fall 2002. Ms. Briefel.

Examines the genre of the horror film in a range of cultural, theoretical, and literary contexts. Considers the ways in which these films represent violence, fear, and paranoia; their creation of categories of gender, class, race, and sexuality; and their participation in such major literary and cinematic genres as the Gothic, parody, and the family drama. Texts may include works by Wes Craven, David Conenberg, Sean Cunningham, Brian De Palma, Sigmund Freud, Alfred Hitchcock, E.T.A. Hoffmann, Julia Kristeva, Edgar Allan Poe, Roman Polanski, George Romero, and Bernard Rose. (Same as **English 326.**)

Prerequisite: One first-year seminar or 100-level course in English or women's studies.

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in women's studies. For full course descriptions and prerequisites, see the appropriate department listings.

Africana Studies

10b,d. Racism. Fall 2002. Mr. Partridge.

206b. Media Representations of Reality. Fall 2003. Mr. Johnson.

275c,d. African American Fiction: Counterhistories. Every year. Fall 2002. Ms. Muther.

276c,d. African American Poetry. Every other year. Spring 2003. Ms. Muther.

Anthropology

222b. Culture through Performance. Spring 2003. Ms. Dickey.

Economics

211b. Poverty and Redistribution. Fall 2002. Mr. Fitzgerald.

212b. Labor and Human Resource Economics. Fall 2003 or Spring 2004. Ms. Connelly.

301b. The Economics of the Family. Spring 2003. Ms. Connelly.

Education

202c. Education and Biography. Every other year. Spring 2003. Ms. Martin.

English

[241c. English Romanticism II: The Regency.]

[244c. Topics in Victorian Literature and Culture: Victorian Crime.]

[252c. The Victorian Novel.]

[274c. Twentieth-Century American Poetry.]

275c,d. African American Fiction: Counterhistories. Every year. Fall 2002. Ms. Muther.

276c,d. African American Poetry. Every other year. Spring 2003. Ms. Muther.

Environmental Studies

[214b. Science, Technology, and Society.]

History

21c. Players and Spectators: History, Culture, and Sports. Fall 2002. Ms. Tananbaum.

246c. Women in American History, 1600–1900. Spring 2003. Ms. McMahon.

248c. Family and Community in American History. Fall 2003. Ms. McMahon.

Religion

[249c. Monotheism in the Making in Western Religious Thought.]

Romance Languages

Spanish 208c. Spanish Culture. Fall 2002. Ms. Cueto-Asín.

Sociology

10b,d. Racism. Fall 2002. Mr. Partridge.

206b. Media Representation of Reality. Fall 2003. Mr. Johnson.

[214b. Science, Technology, and Society.]

[233b. Asian American Experience.]

251b. Sociology of Health and Illness. Fall 2002. Ms. Bell.

[252b. Sociology of Chronic Illness and Disability.]

Educational Resources and Facilities

BOWDOIN COLLEGE LIBRARY

Historically, Bowdoin College Library has been among the more distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. Today, the Library combines its constantly growing treasury of traditional print material with a wealth of digital information resources. The Library's collections, developed over a period of 200 years, exceed 940,000 volumes and include nearly 2,000 current periodical and newspaper subscriptions, 132,000 bound periodical volumes, 40,000 maps, over 35,000 photographs, more than 2,500 linear feet of manuscripts, and over 2,500 linear feet of archival materials. Approximately 15,000 volumes are added annually. Subscriptions to over 120 online indexes and databases provide access to thousands of full-text electronic journals and other information resources.

The Library serves as the intellectual heart of the campus, offering not only this vast array of print collections and electronic sources, but also instructional programs in their use. The Library's World Wide Web-based Gateway (http://library.bowdoin.edu), accessible from all campus buildings and through Internet connections worldwide, serves as a central portal to electronic online information in the library and around the globe. These include the Bowdoin library catalog, the catalog holdings of the Colby and Bates college libraries, and other libraries in Maine, around the United States, and throughout the world; electronic periodical indexes in a broad range of disciplines; the Library's subscriptions to hundreds of electronic full-text journals; and links to hundreds of additional e-text journals, reference works, and research collections. The Library Web Gateway also provides links to the enormous assortment of text, recordings, and images available on the Web.

Librarians and faculty members work closely together to build information literacy skills and to encourage the use of library and electronic resources throughout the curriculum. Reference librarians provide an active instruction program, training students to use Web search engines and search online indexes and full-text database services. Librarians also create Web pages offering research strategies for specific courses, as well as guides to resources for the major fields taught at Bowdoin.

The Library provides a number of services that extend access to resources not held locally. Through an active interlibrary loan program, materials arrive daily from the library collections of Colby and Bates colleges, and from other libraries in Maine and beyond, often incorporating the use of *Ariel* and other high-speed, high-resolution electronic document delivery services. The Web-based library catalogs of Colby, Bates, and Bowdoin and other Maine libraries may be searched simultaneously, and students and faculty may place their interlibrary loan requests and receive articles directly online.

Hawthorne-Longfellow Library, the main library, houses humanities and social sciences materials, which comprise the majority of the collection. The Library also includes four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center. The Hawthorne-Longfellow Library building, which was opened in the fall of 1965, was expanded in 1985 to connect to Hubbard Hall, which contains five stack tiers topped by the Albert Abrahamson Reading Room; further remodeling of Hawthorne-Longfellow occurred in 1993-94. A $6.4 million renovation project, completed in the fall of 2001, transformed the Library into a more inviting and comfortable campus center. The Library now provides additional individual and group student study spaces, a technology commons in the reference area, increased network access, wireless connections throughout the building for laptop use and expanded electronic services, improved instructional facilities, and a handsomely renovated reading room with network connections in the George J. Mitchell Department of Special Collections & Archives.

Among the amenities in Hawthorne-Longellow Library are an alcove offering new titles, works by Bowdoin authors, and a small children's corner for very young visitors and an audio book collection. Exhibition cases feature displays of interest to students and visitors. Bright, refurbished reading areas, including a new, casual seating area under a central atrium, afford attractive reading and study space, and the reference area offers banks of computer workstations, reference books and bibliographies, CD-ROM databases, and other indexes that support research use of the collections.

The Library provides a variety of new facilities to support the integration of technology into teaching and research. These include a fifteen-station computer laboratory; a newly equipped and expanded twenty-five-seat electronic classroom for instruction in online resources and the use of general and instructional software; a multi-media production drop-in center; the USG Corporation Library Technology Seminar Room; videoconferencing equipment that enables Colby, Bates, and Bowdoin faculty to team teach, share guest speakers, and collaborate in new ways; and the Chandler Reading Room for literary events, lectures, and student presentations. The Library also hosts the Educational Technology Center, where staff work to integrate technology into the curriculum and research.

The Library's first volumes—a set of the Count Marsigli's *Danubius Pannonica-Mysicus,* given to the College in 1796 by General Henry Knox—are still a part of its collections. In the early decades of the nineteenth century, Bowdoin College's library was among the largest in the nation, primarily because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine. Today, the Library remains one of the outstanding college libraries of the United States and provides strong support for all of the College's curricular areas. Notable collection strengths lie in British and American history, French and American literature, Arctic studies, Maine history and Maine writers, anti-slavery and the Civil War, World War I, and modern European history.

The beautifully renovated George J. Mitchell Department of Special Collections & Archives includes rare books and manuscripts, archives documenting the history of the College, and the Senator George J. Mitchell Papers related to the career of the former U.S. Senate majority leader (Class of 1954). These collections are described on the World Wide Web at http://library.bowdoin.edu/arch.

The books, manuscripts, photographs, and other research materials in the Special Collections serve an important function in introducing undergraduates—in their research projects, class assignments, and other independent work—to the experience of performing original research and evaluating primary source materials. In addition to the Bowdoin and Vaughan collections of early imprints are extensive published and manuscript materials by and about Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books, periodicals, and pamphlets of the French Revolution period; the elephant-folio edition of John James Audubon's *Birds of America;* E. S. Curtis's *The North American Indian;* a broad representation of early American and early Maine imprints; the work of three distinguished Maine presses: the Mosher Press, the Southworth Press, and the Anthoensen Press; and the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other works about slavery, abolitionism, and Afro-American life in Maine.

Records of political figures include materials related to Bowdoin alumni William Pitt Fessenden (Class of 1823) and Ralph Owen Brewster (Class of 1909). Special Collections also includes the Bliss collection of books on travel, French and British architecture, and the history of art and architecture, all housed in the exquisite Susan Dwight Bliss Room in Hubbard Hall.

Other remarkable manuscript collections include the papers of General Oliver Otis Howard (Class of 1850), director of the Freedmen's Bureau; papers of prominent Bowdoin faculty and most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; and writings by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Gould, John Pullen, and Francis Russell. Access to all of these collections is enhanced by descriptive information on the library's Web site.

In 1993, the Bowdoin College Archives department was established in Special Collections through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation. The Archives serve both as a repository for two centuries of the College's historical records and as a vital information center for the campus and the larger scholarly community, and students frequently incorporate archival material into their research.

The Hatch Science Library, opened in the spring of 1991, offers science-related materials, including periodicals, microforms, maps, government documents, a wealth of indexes and full-text resources, online database searching, and a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The William Pierce Art Library and the Robert Beckwith Music Library, housing small departmental collections in art and music respectively, are located adjacent to the offices of those departments. The glass-wrapped Art Library provides an elevated view over the campus green. The Music Library, which was renovated and expanded in 1994, offers a handsome study room with computer and listening stations, and houses scores, sound recordings, videos, and books about music.

Library operations and the development of its collections and services are supported by the general funds of the College and by gifts from alumni, other friends of the Library and the College, and by foundations. In 1998, the Hawthorne-Longfellow Library was awarded a $500,000 Challenge Grant from the National Endowment for the Humanities toward the building renovations completed in 2001, and to establish endowments for future purchases of information resources in the humanities. The Library benefits from the income of more than a hundred endowed gifts, and it also receives generous donations annually, both of library materials and of funds to support the immediate purchase of printed works and electronic resources that the Library would otherwise be unable to acquire.

INSTRUCTIONAL MEDIA SERVICES

Instructional Media Services, an administrative unit of the Library, coordinates the services of the Language Media Center and Audiovisual Services to support academic and administrative programs.

The Language Media Center, in the basement of Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages. The center houses a major part of the Library collection of audiovisual materials, with special strength in the areas of foreign culture and film. It is equipped with a Tandberg audio-active language laboratory; twenty monitors and players for individual viewing of videodiscs and all international standards of videocassettes and DVD; and fourteen networked Macintosh computers with a variety of language-instructional software. A connected room featuring high-resolution video/data display accommodates up to thirty people for group viewing of multimedia productions and teleconferences. Foreign-language broadcasts received by seven satellite dishes are directed to the lobby of the Language Media Center and to classrooms and faculty offices in Sills Hall. A campus video network allows for the broadcast of these signals to all classrooms and dormitories. A gift from the Andrew W. Mellon Foundation in 1996 to the foreign language departments of Bowdoin, Bates, and Colby Colleges supported the joint development of new multimedia applications and faculty development centers housed in each institution's foreign language resource center. An additional gift from Mellon supported the creation of a three-way videoconferencing system to support administrative and academic projects among the institutions.

Audiovisual Services, housed in Coles Tower, supports the academic program by providing and maintaining an array of portable and installed instructional technologies. Support also is provided for a wide range of co-curricular activities.

EDUCATIONAL TECHNOLOGY CENTER

The Educational Technology Center facilitates the integration of educational and informational technologies into teaching and research at Bowdoin. The staff of the center, in collaboration with staff members from the Hawthorne-Longfellow Library, Instructional Media Services, and Computing and Information Services, support and advise those who wish to enhance their teaching and research with innovative uses of technology. The Center provides technical, design, editorial, and project development opportunities for faculty and monitors trends in educational technology, such as new techniques introduced by online-enhanced education, the impact of technology on student learning, and the evolving architectural standards of educational products and resources.

COMPUTING AND INFORMATION SERVICES

The Computing and Information Services Department (CIS) is located in Hubbard Hall and is the primary source of computing support for the Bowdoin community. The CIS staff provides the students, faculty and staff with Internet access, e-mail, telephone services, central Unix system access, help desk services, desktop support, a computer store, computer training (classroom and online) and several software licenses including Microsoft Office Professional and Visual Studio. The CIS staff manages several computer labs that run academic software requested by faculty for student coursework, research, and special projects. Both Macintosh and PC environments are supported.

Before students arrive at Bowdoin, they are given an e-mail account. All dorm rooms are connected to the Internet in anticipation of their arrival. Students have basic phone service with voicemail in their dorm rooms, and CIS provides discounted long distance and cable TV as options.

BOWDOIN COLLEGE MUSEUM OF ART

An art collection has existed at Bowdoin almost since the founding of the College. It came into existence through the 1811 bequest of James Bowdoin III and was one of the earliest to be formed in the United States. Bowdoin's gift consisted of two portfolios containing 141 old master drawings, among which was a superb landscape attributed to Pieter Bruegel the Elder, and 70 paintings. A group of Bowdoin family portraits was bequeathed in 1826 by James Bowdoin III's widow, Sarah Bowdoin Dearborn. Through the years, the collection has been expanded through the generosity of alumni, College friends, and members of the Bowdoin family, and now numbers 14,000 art objects.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker of Boston, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, were commissioned to decorate the museum's rotunda.

The museum holds an important collection of American colonial and federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is the full-length likeness of Brigadier General Samuel Waldo, generally regarded as the finest American portrait of the first half of the eighteenth century. The nine paintings by Gilbert Stuart include pendant portraits of Thomas Jefferson and James Madison. *Colonial and Federal Portraits at Bowdoin College,* published in 1966, describes this collection in detail.

The College's collection of ancient art contains sculpture, vases, terra cottas, bronzes, gems, coins, and glass of all periods of the ancient world. The most notable benefactor in this area was Edward Perry Warren, L.H.D. '26, the leading American collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, an acquisition facilitated for the College by Henri Byron Haskell M1855, are installed in the museum's rotunda. *Ancient Art in Bowdoin College,* published in 1964, describes these holdings.

The College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a large collection of medals and plaquettes presented by Amanda Marchesa Molinari; a fine group of European and American pictures and decorative arts given by John H. Halford '07 and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner, LL.D. '45, and Mrs. Gardiner; and a collection of nineteen paintings and 168 prints by John Sloan bequeathed by George Otis Hamlin.

The College's Winslow Homer Collection comprises works of art and memorabilia pertaining to the artist's career. In the fall of 1964, a gift from the Homer family brought to Bowdoin the major portion of the memorabilia remaining in the artist's studio at Prout's Neck, letters written over a period of many years to members of his family, and photographs of friends, family, and Prout's Neck. A large collection of wood engravings was later purchased to augment these holdings and to create a center for the scholarly study of the life and career of this important American artist.

In the late 1960s and early 1970s, the museum acquired through gift and purchase a survey collection of paintings, drawings, and prints by the American artist and illustrator Rockwell Kent.

The permanent collections also contain fine examples of the work of such nineteenth-century and twentieth-century American artists as Martin Johnson Heade, Eastman Johnson, George Inness, Thomas Eakins, John Singer Sargent, William Glackens, Marsden Hartley, Jack Tworkov, Arshile Gorky, Franz Kline, Andrew Wyeth, D.F.A. '70, Leonard Baskin, and Alex Katz.

In 1982, the museum published the *Handbook of the Collections*, dedicated to the memory of John H. Halford '07. In 1985, a comprehensive catalogue of the College's permanent collection of old master drawings was published. *The Architecture of Bowdoin College*, an illustrated guide to the campus by Patricia McGraw Anderson, was published in 1988.

During 1993-94, the Museum of Art commemorated the bicentennial of Bowdoin College and the centennial of the Walker Art Building with the publication of a book titled *The Legacy of James Bowdoin III* and a series of major exhibitions. The book includes scholarly essays on the career and collections of the College's first patron, who was a merchant, agriculturalist, politician, and President Jefferson's minister to Spain. Additional essays discuss the campus life of the art collections left by James Bowdoin to the College, the intellectual foundations of the American college museum, the commission for the art building given by the sisters Harriet Sarah and Mary Sophia Walker in memory of their uncle Theophilus Wheeler Walker, and Walker family history.

In addition to exhibitions of the permanent collections, a lively temporary exhibition program, often featuring contemporary art, is designed to place the collections in larger contexts and expand traditional ways of seeing. Recent major exhibitions include *Brutal Beauty: The Paintings of Walton Ford;* two video installations by the anti-apartheid South African artist William Kentridge; *Reflections in Black: African-American Photography—The First 100 Years; Simple Pleasures,* a site-specific sculpture on the quad by North Carolina artist Patrick Dougherty; *The Prints of Andy Warhol;* and *Pointed Pairings: The Valuing of Art.* Smaller exhibitions are organized with faculty and student involvement to supplement specific courses.

The College lends art objects in the custody of the museum to other institutions throughout the United States and, occasionally, to institutions abroad. The museum also sponsors educational programs including gallery talks and lectures to foster dialogue about the permanent collections and temporary exhibitions.

A group of volunteers conducts tours and assists the museum staff with clerical activities and educational programs. The museum recently was awarded a challenge grant by the Andrew W. Mellon Foundation that permanently endows a program of year-long internships at the museum for recent art history graduates and encourages use of the art collections in a broad variety of courses across the disciplines at the College.

The amount of space in the Walker Art Building more than doubled in 1976 following extensive renovation designed by Edward Larrabee Barnes. Two galleries for exhibiting the museum's permanent collection and two temporary exhibition galleries were added on the lower level. One of the new galleries was dedicated to the memory of John H. Halford '07; another, in memory of John A. and Helen P. Becker. In 1993, the Winslow Homer Seminar Room was established at the request of students for closer study and examination of works of art normally in storage. During the academic year, this space is used actively by faculty and students for course work and/or independent research projects.

THE PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin,* a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, and artifacts and drawings made by Inuit and Indians of Arctic North America. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College and the Kane Lodge Foundation, and federal and state grants have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts traveling exhibitions, lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

RESEARCH, TEACHING, AND CONFERENCE FACILITIES

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 150 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats.

Although formal courses are not offered at the station, students from Bowdoin and other institutions select problems for investigation on Kent Island during the summer and conduct independent field work with the advice and assistance of the director, Professor Nathaniel Wheelwright. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Breckinridge Public Affairs Center

The Breckinridge Public Affairs Center is a 23-acre estate on the tidal York River in York, Maine. Owned and operated by Bowdoin College, the center is used for classes, seminars, and meetings of educational, cultural, and civic groups. Business and professional organizations also use the facility for planning sessions and staff development activities. The center includes a 25-room main house, a clay tennis court, and a 110-foot, circular, saltwater swimming pool.

River House, which accommodates 19 overnight guests, was designed by Guy Lowell in 1905 and is on the National Register of Historic Places. The estate was given to Bowdoin in 1974 by Marvin Breckinridge Patterson, whose husband was the Honorable Jefferson Patterson of St. Leonard, Maryland. Named in honor of Mrs. Patterson's family, the estate is available for use April 1 through July 25, and September 17 through Thanksgiving, each year.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is about twelve miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in archaeology, marine biology, terrestrial ecology, ornithology, and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for laboratory observation of live marine organisms, and a terrestrial ecology laboratory, which serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, environmental studies, and geology, and the site has been widely used for studio art courses. In addition, the centrally-located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest.

Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to a salt marsh and the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

LECTURESHIPS

The regular instruction of the College is supplemented each year by lectures, panel discussions, and other presentations sponsored by the various endowment funds, departments of study, and undergraduate organizations. These funds include:

John Warren Achorn Lectureship (1928): The income of a fund established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879, is used for lectures on birds and bird life. Administered by the Department of Biology.

Charles F. Adams Lectureship (1978): The income of a fund established by the bequest of Charles F. Adams '12 is used to support a lectureship in political science and education. Administered by the Dean for Academic Affairs.

Beecher-Stowe Family Memorial Fund (1994): The income of a fund established as a memorial to Harriet Beecher Stowe, author of *Uncle Tom's Cabin;* her husband, Calvin Ellis Stowe (Class of 1824), Elizabeth Collins Professor of Natural and Revealed Religion at the College from 1850 to 1852; and her brother, Charles Beecher (Class of 1834), by Harold Beecher Noyes, great-grandson of Charles Beecher, is used to support a lectureship addressed to "human rights and/or the social and religious significance of parables." Administered by the Dean for Academic Affairs and Department of Religion.

Brodie Family Lecture Fund (1997): Established by Theodore H. Brodie '52, an overseer of the College from 1983 to 1995, this fund is used to bring to campus at least once a year a speaker of note in the field of education, to deliver a message on the subjects of problems and practices of teaching and learning. Administered by the Department of Education.

Tom Cassidy Lectureship (1991): The income of a fund established by the bequest of Thomas J. Cassidy '72 and memorial gifts of his family, friends, and classmates is used to support a lectureship in journalism. Administered by the Office of Communications.

The Harold and Iris Chandler Lectureship Fund (2001): Established by family and friends in memory of Dr. Harold L. Chandler of the Class of 1934, the income from this fund is used for lectures on the use of technology to enhance teaching and learning in the humanities and on the impact of educational technology on our society. Administered by the College Librarian.

Dan E. Christie Mathematics Lecture Fund (1976): Established by family, friends, colleagues, and former students in memory of Dan E. Christie '37, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, this fund is used to sponsor lectures under the auspices of the Department of Mathematics.

Annie Talbot Cole Lectureship (1907): This fund, established by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole, is used to sponsor a lectureship that contributes "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts." Administered by the Dean for Academic Affairs.

John C. Donovan Lecture Fund (1990): Established by colleagues, friends, and members of the Donovan family, through the leadership of Shepard Lee '47, this fund is used to support a lecture in the field of political science under the sponsorship of the Department of Government and Legal Studies.

Elliott Oceanographic Fund (1973): Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a lifelong interest in science and the sea, this fund promotes oceanographic education, in its widest definition, for Bowdoin students. Part of the fund may be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971. Administered by the Department of Biology.

Alfred E. Golz Lecture Fund (1970): Established by Ronald A. Golz '56 in memory of his father, this fund is used to support a lecture by an eminent historian or humanitarian to be scheduled close to the November 21 birthday of Alfred E. Golz. Administered by the Department of History.

Cecil T. and Marion C. Holmes Mathematics Lecture Fund (1977): Established by friends, colleagues, and former students to honor Cecil T. Holmes, a member of the faculty for thirty-nine years and Wing Professor of Mathematics, this fund is used to provide lectures under the sponsorship of the Department of Mathematics.

Karofsky Faculty Encore Lectures (2000): Supported by the Karofsky Family Fund established by Peter S. Karofsky, M.D., '62, Paul I. Karofsky '66, and David M. Karofsky '93 in 1992, the Karofsky Faculty Encore lectures feature one member of the Bowdoin faculty each semester who is selected by members of the senior class to speak at Common Hour.

Arnold D. Kates Lecture Fund (2000): Established by Mark B. Garnick, M.D., '68, a Trustee of the College, and Dr. Barbara Kates-Garnick, this fund is used to support periodic lectures, seminars, or colloquia at Bowdoin on scientific topics, with a preference for topics in the biological sciences or aspects related to the health sciences. Administered by the Dean for Academic Affairs and the Department of Biology.

Kibbe Science Lecture Fund (1994): This fund, established by Frank W. Kibbe '37 and his wife Lucy K. Kibbe, is used to support lectures by visiting scholars on "topics deemed to be 'on the cutting edge of' or associated with new developments or research findings in the fields of Astronomy or Geology." Administered by the Department of Physics and Astronomy and the Department of Geology.

Lesbian and Gay Lectureship Fund (1992): Established by members of the Bowdoin Gay and Lesbian Alumni/ae Association, this fund is used to sponsor at least one lecture annually in the field of gay and lesbian studies. Administered by the Gay and Lesbian Studies Committee.

Mayhew Lecture Fund (1923): Established by Mrs. Calista S. Mayhew, this fund is used to provide lectures on bird life and its effect on forestry. Administered by the Department of Biology.

Charles Weston Pickard Lecture Fund (1961): The income of a fund established by John Coleman '22 in memory of his grandfather, a member of the Class of 1857, is used to provide a lecture in the field of journalism in its broadest sense. "By journalism is meant lines of communication with the public, whether through newspapers, radio, television, or other recognized media." Administered by the Office of the President and the Office of Communications.

Kenneth V. Santagata Memorial Fund (1982): Established by family and friends of Kenneth V. Santagata '73, this fund is used to provide one lecture each semester, rotating in the arts, humanities, and social sciences, with lecturers to be recognized authorities in their respective fields, to present new, novel, or nonconventional approaches to the designated topic in the specified category. Administered by the Lectures and Concerts Committee.

Edith Lansing Koon Sills Lecture Fund (1962): This fund was established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College. Administered by the Office of Donor Relations and the Society of Bowdoin Women Advisory Board.

The Harry Spindel Memorial Lectureship (1977): Established by the gift of Rosalyne Spindel Bernstein H'97 and Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning, this fund is used to support annual lectures in Judaic studies or contemporary Jewish affairs. Administered by the Spindel Committee.

The Jasper Jacob Stahl Lectureship in the Humanities (1970): Established by the bequest of Jasper Jacob Stahl '09, Litt.D. '60, this fund is used "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany."

Tallman Lecture Fund (1928): Established by Frank G. Tallman, A.M. H'35, as a memorial to the Bowdoin members of his family, this fund is used to support a series of lectures to be delivered by men selected by the faculty. In addition to offering a course for undergraduates, the visiting professor on the Tallman Foundation gives public lectures on the subject of special interest. Administered by the Dean for Academic Affairs.

Phyllis Marshall Watson Fund (2000): Established by Cheryl McAuley and Sheila Marshall Walton in honor of their friend and sister, respectively. Income from the fund provides research support for honors candidates in the history department, and supports periodic lectures, seminars, or colloquia at Bowdoin on selected topics in history.

PERFORMING ARTS

Music

Music performance at Bowdoin ranges from informal student repertory sessions to professional performances by visiting artists, and from solo recitals to large-scale performances for chorus and orchestra. Many ensembles, such as the Chamber Choir, World Music Ensemble, Bowdoin Chorus, Concert Band, and Chamber Ensembles are part of the curricular program. Other groups, such as the Polar Jazz Ensemble and the *a cappella* vocal groups, are sponsored by students.

The Chamber Choir is a select group of approximately twenty-five singers that performs a wide variety of choral and soloistic music. Its repertoire in the past few years includes Palestrina's *Missa Lauda Sion*, music of the African Diaspora, Jimi Hendrix, Handel's *Messiah* (with the Portland Symphony), and the music of Ecuador. Recent tours have taken the choir to Europe, Canada, New Orleans, South America, and England. The Bowdoin Chorus, which also tours, is a choral ensemble composed of students, faculty, staff, and community members. Recent performances by the Chorus include Brahms's *Liebeslieder Waltzes*, Rachmaninoff's *Liturgy of St. John Chrysostom*, Carl Orff's *Carmina Burana*, and the music of Latin America.

Contemporary music receives considerable emphasis at Bowdoin. There are frequent visits by guest composers such as Karel Husa, Pauline Oliveros, Henry Brant, and Thea Musgrave, and the Chamber Choir often performs new music. Student compositions can be heard on campus. The performance of American music has included visits by professional jazz musicians such as pianists Kenny Barron and Renée Rosnes, and saxophone virtuoso Kenneth Radnofsky.

Other visiting artists in recent years have included Stanley Ritchie, the Los Angeles Piano Quartet, Joan Morris and William Bolcom, the Chinese Music Ensemble of New York, the Lydian String Quartet, and Kurt Ollmann '77. In addition to performing, the artists often teach master classes and hold discussions with students.

Bowdoin owns a collection of orchestral and band instruments and over twenty grand pianos available for use by students studying and performing music. There are also sizeable collections of early instruments, and drums from a variety of world traditions. Soloists and ensembles perform in a number of halls on campus, including Gibson Recital Hall, Kresge Auditorium, Pickard Theater, and the Chapel, which houses a forty-five-rank Austin organ. A new, 300-seat recital hall is planned for the former Curtis Pool Building. Private instruction is available in piano, organ, harpsichord, voice, guitar, and all the major orchestral instruments.

Theater and Dance

Dance

The dance component of the Department of Theater and Dance evolved from the Bowdoin Dance Program, which was founded in 1971 and soon developed an academic curriculum. Each year, the Bowdoin Dance Group, the student performing ensemble, presents two concerts: a Studio Show in December and a major performance of student- and faculty-choreographed works in Pickard Theater in April. Students also perform at Parents' Weekend in the fall and at the Museum of Art in May and additional informal showings. Performances are strongly linked to participation in technique, repertory, and choreography classes, but independent work is also presented.

Student-run dance groups often perform as part of Bowdoin Dance Group concerts and in other shows on and off campus; they represent genres as diverse as hip-hop, ballet, ballroom, tap, break dance, capoeira, and African-American step dancing.

Dance concerts are presented in the Sargent Gym or Memorial Hall Dance Studios, Pickard Theater, Wish Theater, and the Museum of Art, as well as in unconventional spaces such as the Smith Union, the squash courts, or outdoors on the Quad. Renovation of Memorial Hall in 2000 now provides a second dance studio with skylights and a sprung wooden floor, as well as a new state-of-the-art flexible theater designed for both theater and dance.

Besides student and faculty performances, the department sponsors visits by nationally known dance companies, choreographers, and critics for teaching residencies and performances. A partial list includes Alvin Ailey Repertory Ensemble, Johanna Boyce, Art Bridgman and Myrna Packer, Richard Bull Dance Company, Merce Cunningham, David Dorfman Dance, Douglas Dunn, Meredith Monk, Mark Morris, Phoebe Neville, Wendy Perron, Pilobolus, Dana Reitz, Kei Takei, UMO Performance Ensemble, Doug Varone, Trisha Brown Company, David Parker and the Bang Group, and Susan Marshall Dance Company; and lectures by dance writers Susan Foster, Jill Johnston, Laura Shapiro, and Marcia B. Seigel. Choreographer Deborah Hay was on campus for a residency in 2001. These professionals teach master classes and offer lecture-demonstrations as part of their visits to campus, and sometimes are commissioned to create choreography especially for the Bowdoin dancers.

Theater

The theater component of the Department of Theater and Dance evolved from the student performance group Masque and Gown, which was founded in 1903. In the mid-1990s an academic curriculum in theater was developed, combining courses and departmental productions, and Masque and Gown became an independent student organization with continued ties to the department. The department annually presents numerous plays and events, directed or created by faculty and by students, ranging from new plays to performance art to Shakespeare. Recent departmental productions have included Lanford Wilson's *Book of Days,* Chekhov's *The Cherry Orchard,* Elizabeth Wong's *China Doll,* Diane Son's *Stop Kiss,* and student-directed projects such as *The Glass Menagerie,* original student plays, and an honors project of *A Midsummer Night's Dream* done in Peking Opera style. In conjunction with the department's activities, visiting artists present performance workshops and professional courses in a variety of areas. The department has sponsored several residencies and performances by artists such as Spalding Gray and Dan Hurlin (both Obie-award-winning performance and theater artists), Anna Deavere-Smith, and award-winning playwright and performer Holly Hughes.

Memorial Hall, a striking gothic-style granite and stained glass memorial to Bowdoin's Civil War veterans, was completed in 1882 and houses the College's main performance spaces. Pickard Theater, the generous gift of Frederick William Pickard, LL.D., in 1955, includes a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. Major renovations of Memorial Hall, completed in 2000, include a complete remodeling of the main theater; construction of the 150-seat, flexible Wish Theater, made possible by an extraordinary gift from Barry N. Wish '63 and Oblio Wish; and new seminar rooms, expanded rehearsal space, and a new dance studio.

Masque and Gown sponsors an annual, student-written, one-act play festival, a sixty-year-long tradition, partially underwritten by the generous gift of Hunter S. Frost '47. In addition to the one-act play festival, Masque and Gown presents numerous plays throughout the year.

Student Affairs

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. *The Bowdoin College Student Handbook* provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available on the Bowdoin College Web site: http://www.bowdoin.edu.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The college reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook.*

RESIDENTIAL LIFE

As a residential College, Bowdoin is committed to the learning process that takes place both in and outside the classroom. On February 22, 1997, the Commission on Residential Life's *Interim Report* was submitted to and approved unanimously by the Board of Trustees of the College. This report defines and describes a new conception of residential life for Bowdoin College, based on a model of broad House membership that includes all students. For more information, see the *Student Handbook.*

The Office of Residential Life is responsible for the management of the residential life program, support for the College House System, and the maintenance of a healthy and safe community. These responsibilities include: planning educational and social programs; connecting students with support networks and resources on campus; mediating conflicts between students as they arise; intervening in crisis situations; and providing a direct administrative link between College House leaders, the Office of Residential Life, and the Office of the Dean of Student Affairs.

SECURITY

The College Security department provides a uniformed security staff 24 hours a day to respond to emergencies and to maintain a regular patrol of the campus. The Security Office is located in Rhodes Hall. The **Security Office** is staffed 24 hours a day, seven days a week. Security staff can be reached at:

Emergencies - Ext. 3500 or 725-3500

Non Emergencies - Ext. 3314 or 725-3314

Business - Ext. 3458 or 725-3458

Security is a community responsibility. All community members have an obligation to report suspicious activities, criminal activity, emergencies, and unsafe conditions immediately to insure a safe environment.

Information about personal safety, vehicle registration, parking and shuttle service is contained in the *Student Handbook.*

BOWDOIN STUDENT GOVERNMENT

Bowdoin student government was reformed in Spring 2002 to create a structure that permits flexibility and encourages more members to take on leadership roles. Student Government consists of twenty-six students including a president and five vice presidents elected by the student body, two elected representatives from each class, the president of the Inter-House Council, the treasurer (chair of the Student Activities Fee Committee), a representative from each College House, and four members chosen by the president and vice presidents through an interview process in which all students are eligible to apply. Each vice president has specific oversight responsibility for a particular area of Student Government. The fundamental goal of Bowdoin Student Government remains to be an effective force for the presentation of student opinion to the faculty and the administration.

This reform of Bowdoin student government was made in order to achieve the following goals:

1. To improve student access to members of Student Government.
2. To promote efficiency through the use of small groups and the sharing of responsibility.
3. To improve communications and coordination between the various elements of Student Government.
4. To create an accessible and dynamic forum in which student issues and concerns can be raised and debated.

The full text of the revised Bowdoin Student Government Constitution is in the *Student Handbook* and on the College's Web site.

STUDENT ACTIVITIES

Student organizations present an array of programs, services, and activities for the College community. Membership in all organizations is open to all students. Among the oldest groups are the *Bowdoin Bugle* (yearbook), the Outing Club, the *Orient* (campus newspaper), and Masque and Gown (a student-run dramatic organization). Between five and ten new student organizations or clubs are formed each year. For a complete list and description of student organizations, please consult the *Student Organizations Handbook* published by the Student Activities Office.

The David Saul Smith Union, which houses the Student Activities Office, exemplifies a small neighborhood block by providing services, conveniences, amenities, programs, and activities for the Bowdoin College community. It is not just a campus center; it is an venue for lectures, concerts, dances, and information, and a place that responds to the needs of all members of the College community.

The Smith Union contains the Campus Information Desk, the Student Activities Office, a game room/recreation area, Jack Magee's Grill, a TV room, student organizations resource room, student mailboxes, the campus mail center, and several lounges. Also located in the Union are the campus bookstore, the Café, and the convenience store.

ATHLETICS

Bowdoin is a member of the National Collegiate Athletic Association (NCAA), sponsoring one of the largest athletic programs within its division. Intercollegiate teams compete on the Division III level. In Division III, financial aid is need-based. Students who play at the varsity level at Bowdoin are students first and athletes second.

The College is a charter member of the New England Small College Athletic Conference (NESCAC), an eleven-member league of similar schools committed to academic excellence and athletics with the student-athlete's best interests at heart. NESCAC includes Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams. These schools are also linked in efforts to provide safe, productive environments for students to learn and grow while engaging in rigorous academic pursuits.

NESCAC Statement Regarding Alcohol

In addition to being partners in athletic competition, the eleven colleges and universities comprising the New England Small College Athletic Conference (NESCAC) are united in efforts to provide safe environments in which students may mature intellectually and socially.

Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol. While the vast majority of students at NESCAC institutions who choose to drink alcohol do so responsibly, each school has disciplinary and educational programs in place for students who misuse alcohol and other substances.

Additionally, all of the member schools expressly prohibit hazing.

Intercollegiate and Club Programs

Bowdoin's athletic program complements students' academic experience and encourages participation by maximizing the number and variety of athletic opportunities in varsity, club and intramural sports. Thirty varsity sports, six club sports, three levels of intramural competition in ten sports and over twenty physical education courses are all a part of the athletic program. The scheduling of practice and intercollegiate contests is planned to minimize conflict with the scheduling of classes, laboratories, or other academic exercises. If and when conflicts do occur, students are responsible for consulting with their instructors well in advance. Excusing students from academic obligations may occur solely at the discretion of the faculty.

Bowdoin ensures that athletes receive the same treatment as other students. They have no unique privileges in admissions, academic advising, course selection, grading, living accommodations, or financial aid. Similarly, athletes are not denied rights and opportunities that would be available to other students.

Bowdoin gives equal emphasis to men's and women's sports, and the desired quality of competition is similar in all sports. The following intercollegiate and club programs are available to men and women. (Junior varsity teams may be available in some sports depending on participation and opportunities for competition.)

Men: Baseball, basketball, cross country, football, ice hockey, lacrosse, skiing, soccer, squash, swimming, tennis, track (winter and spring), golf.

Women: Basketball, cross country, field hockey, ice hockey, lacrosse, skiing, soccer, softball, squash, swimming, tennis, track (winter and spring), volleyball, golf.

Coed: Sailing.

Club Programs: Crew, rugby, Ultimate Frisbee, water polo, men's volleyball, equestrian.

Coaching and Athletic Facilities

Bowdoin supports students in their efforts to reach high levels of performance by providing them with first-class coaching, superior facilities, and appropriate competitive opportunities with students from within NESCAC and in New England.

Bowdoin's coaches are excellent resources for students, providing athletic guidance and instruction, and personal and academic support and encouragement. Coaches focus on skill development, teamwork, the pursuit of individual and team excellence, the values of fair play, and the development of important leadership skills.

Students are encouraged to use the athletic facilities for recreational or free play. Seasonal schedules and schedule changes are posted on gymnasium and field house bulletin boards. Intercollegiate teams, classes, and intramurals have priority in the use of these facilities.

The facilities include: Morrell and Sargent gymnasiums; the Dayton Ice Hockey Arena; the Sidney Watson Fitness Center; a multipurpose/aerobics room; 8 hard court tennis courts; a 400–meter, 6–lane outdoor track; Farley Field House, which houses a 6–lane, 200–meter track and four regulation tennis courts; Greason Pool, a 16–lane, 114–foot by 75–foot swimming pool with two 1–meter and one 3–meter diving boards; the Lubin Family Squash Center with 7 international squash courts; 35 acres of playing fields; the new Howard F. Ryan Astroturf Field, and locker room and training room facilities.

Physical Education

The Athletic Department offers an instructional program in a variety of activities utilizing campus and off–campus facilities. These activities have been selected to provide the entire on–campus Bowdoin community (students, faculty, and staff) with the opportunity to receive basic instruction in various exercises and leisure–time activities in the hope that these activities will become lifelong commitments. The program will vary from year to year to meet the interests of the Bowdoin community.

Please contact Coach Tom Radulski, Physical Education Coordinator, at Ext. 3904 (email: tradulsk@bowdoin.edu) with any questions or special interests.

WOMEN'S RESOURCE CENTER

http://www.academic.bowdoin.edu/wrc

The Women's Resource Center (WRC) is a welcoming and comfortable place for students to meet and study. It is located at the corner of Coffin and College streets (24 College Street) and shares the building with the Women's Studies Program. The WRC sponsors speakers, gatherings, workshops, and discussions, many of which draw together students, faculty, staff, and community members. It also sponsors off-campus trips to selected conferences and events. The WRC houses a resource collection of books and current periodicals on women's and gender issues. Readings for Women's Studies courses are often held on reserve at the WRC for students to use in the building. The WRC publishes a newsletter, *WomeNews*, jointly with the Women's Studies program and posts current information about news and events on and off campus. The WRC's Web site (http://academic.bowdoin.edu/wrc) posts contact information, an up-to-date listing of events, links to other resources at Bowdoin, and information on WRC history.

CAREER PLANNING CENTER

http://www.bowdoin.edu/cpc

The Career Planning Center (CPC) complements the academic mission of the College. One goal of the Center is to introduce students to the process of career planning, which includes self-assessment, career exploration, goal setting, and the development of an effective job search strategy. Students are encouraged to visit the CPC early in their college years for counseling and information on internships and summer jobs. The CPC assists seniors and recent graduates in their transition to work or graduate study and prepares them to make future career decisions.

A dedicated, professionally trained staff is available for individual career counseling. Workshops and presentations provide assistance in identifying marketable skills, writing resumes, preparing for interviews, networking, using the Internet as a job search tool, and refining job-hunting techniques. Career exploration days, panel discussions, and informational meetings throughout the year are designed to broaden students' awareness of their post-graduate career options and to enhance their understanding of the job market. Programming and advising related to graduate and professional school study are offered as well. In counseling style and program content, the CPC addresses the needs of students realizing that they have diverse interests, values, and expectations.

Each year, nearly 100 private sector and non-profit employers and 80 graduate and professional schools participate in the campus recruiting program. An additional 100 employers participate in interviewing consortia in Boston and New York City. The office maintains a comprehensive Web site; houses informational materials on nearly 1,000 summer, semester, and January internships; and provides access to over 2,000 online job leads and nearly 18,000 internship listings through participation in the Liberal Arts Career Network and experience.com. In addition, the Center uses cutting-edge technology to manage job leads, targeting outreach to students, and a data base with directory information on over 1.6 million organizations in the United States.

The Career Planning Center continually updates an extensive alumni/ae advisory network and a resource library located on the first floor of the Moulton Union. A bi-weekly bulletin publicizes all CPC events and programs in addition to featuring internship, fellowship, and job opportunities.

ALUMNI CAREER PROGRAMS

http://www.bowdoin.edu/cpc/acp

Working in close collaboration with CPC, the primary mission of the Office of Alumni Career Programs (ACP) is to tap the knowledge and expertise of Bowdoin alumni to enhance the career development of students and recent graduates. ACP coordinates numerous career panel discussions, networking activities, site visits to alumni workplaces, and other informational programs and events geared toward connecting students with alumni both on and off campus throughout the year. Career networking events designed for the benefit of alumni are also hosted in various cities each year.

ACP connects alumni to job search resources through its Web site and maintains an active database of job listings through Polarnet, the alumni online community. In addition, ACP offers individual career consultations to alumni, with special attention given to those who have graduated within the past five years. Assistance may include graduate and professional school advising, job coaching, resumé critiques, and advice on networking and coping with job change or loss. Alumni who are five years out of Bowdoin or more and those requiring more ongoing career assistance may receive a referral to a qualified professional in their geographic region.

HEALTH SERVICES

The Dudley Coe Health Center, Ext. 3770, offers primary and acute care services to students while classes are in session. Regular office hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. Most health care needs can be met on a walk-in basis. Gynecological services, comprehensive physical exams, and travel medicine consultations are available by appointment.

The Health Center is a fully-equipped primary care medical office with on-site laboratory and x-ray facilities. It is staffed by a board-certified family physician, board-certified physician assistants, a registered nurse, and a certified radiology technologist.

Emergency and after hours coverage is provided through two local hospitals. Mid-Coast Hospital (207-721-0181) and Parkview Hospital (207-729-1641) both operate 24-hour, fully-staffed emergency rooms, urgent care centers, and in-patient care facilities. Security will arrange for transportation when needed, when called at Ext. 3314. In-patient care at both facilities is under the direct supervision of the College's Health Service director, Dr. Jeff Benson.

The Health Center also serves an an international travel immunization center for the State of Maine, providing consultation in travel medicine and vaccinations, including yellow fever. These services are offered to Bowdoin students, faculty, and staff, as well as to the community at large. To schedule a travel clinic appointment, please call Ext. 3770.

All services offered to students at the Health Center are covered by the student health fee. Questions about medical claims and insurance coverage may be referred to Denise Trimmer (Ext. 3058) or Brenda Rice (Ext. 3770).

The staff of Student Health Services are committed to promoting the health and well being of the Bowdoin College community through the provision of quality primary and acute care, and educational outreach services. Our approach is comprehensive, holistic, and personally attentive, and emphasizes health promotion, disease prevention, and individual self-advocacy. Our goal is to foster wellness, in the broadest sense, within the College community as a whole, and for every individual student in particular. We are happy to discuss any health-related issues with students, and to offer support and resources to health-promoting groups on campus.

COUNSELING SERVICE

The Counseling Service is staffed by experienced mental health professionals who are dedicated to helping students resolve personal and academic difficulties and maximize their psychological and intellectual potential. During the course of a typical academic year, close to 20 percent of Bowdoin students take advantage of the opportunity to work individually with a counselor. The counseling staff assists students who have concerns such as anxiety, depression, academic pressure, family conflicts, roommate problems, alcohol and drug abuse, sexual assault, eating disorders, intimate relationships, and many other matters. In addition to providing individual and group counseling, the staff conducts programs and workshops for the Bowdoin community and consults with campus peer support/education groups. Free in-house psychiatric medication consultations are also available. The Counseling Service maintains a particularly strong commitment to enhancing cross-cultural awareness. Two of the counselors serve as multicultural consultants who specialize in addressing the concerns of students of color on the Bowdoin campus.

Students may schedule counseling appointments by calling 725–3145 or stopping by the office in person. Regular hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. For student concerns warranting immediate attention, a walk-in hour is available each weekday. After hours and on weekends, students may reach an on-call counselor for emergency consultation by calling Security (Ext. 3500). The Counseling Service does not provide services to students during College vacation periods. Information disclosed by a student to his or her counselor is subject to strict confidentiality. The Counseling Service offices are located at 32 College Street.

The Counseling Service staff also provides brief counseling and referral services to benefits-eligible Bowdoin employees and family members through the College's Employee Assistance Program (EAP). Employees may call the Counseling Service to schedule an appointment during regular hours, or may arrange to see an off-campus EAP counselor (Anne Funderburk, L.C.S.W.) by calling 729-7710.

Alumni and Community Organizations

Alumni Association

The Bowdoin College Alumni Association has as its purpose "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other through the conduct of programs by and for alumni, and by encouraging the efforts of its members in programs that promote the Common Good." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree and whose class has graduated, to those holding Bowdoin degrees, and to anyone elected to membership by the Alumni Council.

Alumni Council

Officers: Michel J. LePage '78, president; Kevin Wesley '89, secretary and treasurer. Elected and appointed members of the Alumni Council are listed on pages 327–28.

Alumni Council Awards

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and renamed the Alumni Service Award in 1953, this award is made annually to the person whose volunteer services to Bowdoin, in the opinion of alumni, as expressed by the Alumni Council, most deserve recognition.

The recipient in 2002 was Robert L. Morrell '47.

Alumni Award for Faculty and Staff: Established in 1963, this award is presented each year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni."

The recipient in 2002 was Katharine W. Billings, Director of Donor Relations.

Distinguished Educator Award: Established in 1964, this award recognizes outstanding achievement in the field of education by a Bowdoin alumnus or alumna, except alumni who are members of the Bowdoin faculty and staff.

The recipient in 2002 was Raymond F. Kierstead, Jr. '56, Richard P. Scholz Professor of History, Reed College, Portland, Oregon.

Foot Soldier of Bowdoin Award: Established in 1999 through the generosity of David Z. Webster '57, this award is presented annually to one who exemplifies the role of a foot soldier of Bowdoin through his or her work for the development programs, BASIC, and/or other alumni programs during the prior year. In addition to an award, a scholarship is awarded each year in the name of the award-winner to a deserving Bowdoin undergraduate.

The recipient in 2002 was John F. Snow, Jr. '57.

Polar Bear Awards: Established in 1999, these awards, up to six of which may be awarded annually, recognize significant personal contributions and outstanding dedication to Bowdoin. The award honors a record of service rather than a single act or achievement.

The recipients in 2002 were Richard E. Burns '58, Richard P. Donovan '73, Frank J. Farrington '53, Roscoe C. Ingalls, Jr. '43, John A. Whipple '68*, and George F. T. Yancey, Jr. '68

* *deceased*

Young Alumni Service Award: Established in 1999, these awards, up to two of which may be awarded annually, recognize distinguished and outstanding service to Bowdoin among members of the ten youngest classes. The award honors a record of service rather than a single act or achievement.

The recipient in 2002 was Jennifer Ahrens Butler '94.

Bowdoin Magazine

Established in 1927, *Bowdoin* magazine is published four times a year and contains articles of general interest about the College and its alumni. It is sent without charge to all alumni, seniors, parents of current students and recent graduates, faculty and staff members, and various friends of the College.

Bowdoin Alumni Schools and Interviewing Committees (BASIC)

BASIC is a volunteer association of approximately 600 alumni in the United States and several foreign countries which assists the Admissions Office in the identification and evaluation of candidates. BASIC responsibilities include providing alumni interviews for applicants when distance or time precludes a visit to Brunswick, representing the College at local "college fair" programs, and, in general, serving as liaison between the College and prospective students.

Alumni Fund

The principal task of the Bowdoin Alumni Fund is to raise unrestricted financial support for the College's educational programs and other student-related services on an annual basis. All gifts to the Alumni Fund are for current operational expenses and play a significant role in maintaining a balanced budget. Since the Fund's inception in 1869, Bowdoin alumni have consistently demonstrated a high level of annual support, enabling the College to preserve and enhance the Bowdoin experience. In 2000-2001, the Fund total was $6,076,730, with 57.7% alumni participation.

Chair: Thomas J. Costin '73.

Directors: David F. Conrod '51, Kathleen McKelvey Burke '89, Mark C. Schulze '93, Jeffrey Mao '92, Elizabeth Butterworth Michalski '87, Terence M. Crikelair '96, Richard G. D'Auteuil '82, John D. Hourihan '77, Paula M. Wardynski '79, Barbara D. Gross '77.

Alumni Fund Awards

Leon W. Babcock Plate: Presented to the College in 1980 by William L. Babcock, Jr. '69, and his wife, Suzanne, in honor of his grandfather, Leon W. Babcock '17, it is awarded annually to the class making the largest dollar contribution to the Alumni Fund.

The recipient in 2001 was the Class of 1976, Stephen P. Maidman, class agent, and William S. Janes, special gifts chair.

Alumni Fund Cup: Awarded annually since 1932, the Alumni Fund Cup recognizes the Reunion Class making the largest contribution to the Alumni Fund, unless that Reunion Class wins the Babcock Plate; in that event, the cup is awarded to the non-Reunion Class making the largest contribution.

The recipient in 2001 was the Class of 1975, Leo J. Dunn, Class Agent.

Class of 1916 Bowl: Presented to the College by the Class of 1916, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

The recipient in 2001 was the Class of 1966, John A Bleyle, class agent, James W. MacAllen, special gifts chair, and Douglas C. Bates, special gifts committee.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

The recipient in 2001 was the Class of 1992, Samantha Fischer Pleasant and Holly N. Pompeo, class agents.

Robert Seaver Edwards Trophy: Awarded annually to that one of the ten youngest classes raising the most money for the Fund, this trophy honors the memory of Robert Seaver Edwards, Class of 1900.

The recipient in 2001 was the Class of 1991, Arthur E. Black and Matthew L. Fortuin, class agents, Judith H. Snow, special gifts chair, and Sira Berté, participation chair.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class that, in the opinion of the directors, achieved an outstanding performance not acknowledged by any other trophy.

The recipient in 2001 was the Class of 1996, Norman P. Cohen, class agent, Ronald A. Golz and Paul G. Kirby, special gifts chairs.

Harry K. Warren Trophy: Awarded annually beginning in 1998, the Harry K. Warren Trophy recognizes the two reunion classes achieving the highest percentage of participation.

The recipients in 2001 were the Class of 1976, Stephen P. Maidman, class agent, and William S. Janes, special gifts chair; and the Class of 1966, John A. Bleyle, class agent; James W. MacAllen, special gifts chair; and Douglas C. Bates, special gifts committee.

Robert M. Cross Awards: Established by the directors in 1990, the Robert M. Cross Awards are awarded annually to those class agents whose outstanding performance, hard work, and loyalty to Bowdoin, as personified by Robert M. Cross '45 during his many years of association with the Fund, are deserving of special recognition.

The recipients in 2001 were David F. Conrad '51, Leroy P. Heely '51, and Robert J. Kemp '51.

$750,000 Club: Established by the Alumni Fund directors in 2001, the $750,000 Club recognizes each class agent and special gifts chair who has led his or her class over the $750,000 figure during an Alumni Fund year.

The recipients in 2001 were William S. Janes and Stephen P. Maidman, Class of 1976.

Society of Bowdoin Women

The Society of Bowdoin Women was formed in 1922 to provide "an organization in which those with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College." The Society's programs and activities were made possible by dues, contributions, and bequests. Membership was open to any interested person by payment of annual dues of $3.00.

The Society of Bowdoin Women continues to consult in the administration of four endowment funds. The Edith Lansing Koon Sills Lecture Fund, established in 1961, is used to sponsor cultural, career, and literary speakers. The Society of Bowdoin Women Foundation, created in 1924, provided resources for the College's general use. With the inception of coeducation at Bowdoin in 1971, the Society decided to restrict the funds to provide annual scholarships to qualified women students and renamed it the Society of Bowdoin Women Scholarship Foundation. The Society of Bowdoin Women Athletic Award, established in 1978, recognizes effort, cooperation, and sportsmanship by a senior member of a women's varsity team. The Dorothy Haythorn Collins Award, created in 1985, honors a junior student exemplifying overall excellence and outstanding performance in his or her chosen field of study.

Advisory Board: Kimberly Labbe Mills '82, O. Jeanne d'Arc Mayo, Joan R. Shepherd.

Association of Bowdoin Friends

Founded in 1984, the Association of Bowdoin Friends is a group of approximately 1,500 midcoast-area residents who share an interest in the well-being of the College. Its mission states "the association strengthens the relationship between Bowdoin and the community, affording members the opportunity to support and engage in the life of the College." Some members are alumni or otherwise have direct ties to the College, while most are simply interested members of the community. Members regularly attend lectures, concerts, performances, and special events on campus, and some audit classes. Activities sponsored by the Friends include receptions and dinners held in conjunction with College events, large and small book discussion groups, and bus trips to New England museums. Through the Friends Fund, many members choose to support the College library, museums, athletics, and music and performing arts programs.

Bowdoin Friends are also invited to become involved in the Host Family Program. Administered by the Office of Residential Life, the Host Family Program pairs local families with international students, teaching fellows, and visiting faculty, as well as interested first-year students, easing the transition to College life and fostering lasting friendships. Through this program, international students and faculty are offered a taste of American life and culture.

A $40 to $55 annual fee is requested of all Bowdoin Friends. Benefits of membership include receipt of a bi-weekly calendar of events, discounts to many campus performances, free library borrowing privileges, and discounts at the museum shops.

Steering Committee for 2002–2003: Paul Clark, Eileen Fletcher, Jeanne D'Arc Mayo, Roy Heely '51, John Hodge, David Millar, Dian Petty, Barbara Reinertsen, Chris Schmidt; Larry Clampitt, *Host Family Program liaison;* Warren Dwyer, *Friends Fund chair;* Edward E. Langbein '57, *alumni liaison;* Peggy Schick Luke, *administrative manager;* and Joan Viles, *secretary.*

Summer Programs

Bowdoin College summer programs provide an opportunity for a variety of people to enjoy the College's facilities and to benefit from the expertise of Bowdoin faculty and staff during the nonacademic portion of the year. Summer programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events that are appropriate to the College's overall mission as an educational institution and as a member of the Maine community.

The longest-running summer program involving members of the Bowdoin faculty and the longest-running summer program in its area of study in the United States is the **Infrared Spectroscopy Course**. Initiated at Massachusetts Institute of Technology in 1950, the program moved to Bowdoin in 1972. Over three thousand scientists have come to campus to work with many of the original staff.

Upward Bound, which began at Bowdoin in 1965, is one of over 500 similar programs hosted by educational institutions across the country. Funded by the U.S. Department of Education, these programs are intended to provide low-income high school students with the skills and motivation necessary for success in higher education.

Founded in 1964, and separately incorporated in 1998, the **Bowdoin Summer Music Festival, Inc.** comprises a music school, a concert series featuring internationally acclaimed guest artists and the Festival's renowned faculty, and the nationally recognized Gamper Festival of Contemporary Music. Approximately 200 gifted performers of high school, college, and graduate school levels participate in a concentrated six-week program of instrumental and chamber music and composition studies with the Festival's faculty, which is composed of teacher-performers from the world's leading conservatories.

The Hockey Clinic, under the direction of the Athletic Department, began at Bowdoin College in 1971. Boys and girls, ranging from nine to eighteen years old, come from throughout the United States to train with Bowdoin coaches as well as coaches from other prep schools and academies with outstanding hockey programs.

Each year additional camps are offered by members of the athletic staff in baseball, diving, tennis, basketball, field hockey, lacrosse, and soccer. A day camp for children entering grades 1–9 is based in Farley Field House.

In addition to the four long-term programs described above, other programs brought to campus by Bowdoin faculty, staff, and outside associations attract several thousand people to the College each summer.

Persons interested in holding a conference at Bowdoin should contact the Events and Summer Programs Office, which schedules all summer activities and coordinates dining, overnight accommodations, meeting space, audiovisual services, and other amenities. For more information on camps, workshops, and conferences, visit our Web site at http://www.bowdoin.edu/events/summerPrograms.html.

Officers of Government

PRESIDENT OF THE COLLEGE

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), Elected Overseer, 1994, Elected President of the College, 2001.

BOARD OF TRUSTEES

Donald Mack Zuckert, A.B. (Bowdoin), LL.B. (New York University), Chair. Elected Overseer, 1987; elected Trustee, 1995. Term expires 2005.

D. Ellen Shuman, A.B. (Bowdoin), M.P.P.M. (Yale), Vice Chair. Elected Overseer, 1992.* Term expires 2003.

Deborah Jensen Barker, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 1999. Term expires 2004.

David G. Brown, A.B. (Bowdoin), M.B.A. (Dartmouth). Elected Trustee, 2000. Term expires 2005.

Marijane Leila Benner Browne, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1994.* Term expires 2005.

Tracy Jean Burlock, A.B. (Bowdoin). Elected Overseer, 1990.* Term expires 2006.

Geoffrey Canada, A.B. (Bowdoin), M.Ed. (Harvard). Elected Overseer, 1995.* Term expires 2006.

Michael Scott Cary, A.B. (Bowdoin), M.A.T. (Brown), M.A. (Yale). Elected Trustee, 2001. Term expires 2006.

William Edwards Chapman II, A.B. (Bowdoin). Elected Trustee, 2002. Term expires 2007.

Gerald Cameron Chertavian, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2002. Term expires 2007.

The Honorable David Michael Cohen, A.B. (Bowdoin), LL.B. (Boston College School of Law). Elected Overseer, 1994.* Term expires 2005.

Philip R. Cowen, B.S., M.B.A. (New York University). Elected Overseer, 1993.* Term expires 2004.

Michael M. Crow, B.A. (Iowa State), Ph.D. (Syracuse), Elected Trustee, 2001. Term expires 2006.

Michele Gail Cyr, A.B. (Bowdoin), M.D. (Dartmouth). Elected Trustee, 2000. Term expires 2005.

Peter Frank Drake, A.B. (Bowdoin), Ph.D. (Bryn Mawr). Elected Overseer, 1992.* Term expires 2003.

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* Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once; Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All Boards members became Trustees, eligible to serve the remainder of their current term.

Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve.

Marc Bennett Garnick, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2006.

Wanda Fleming Gasperetti, A.B. (Bowdoin), M.P.A. (Harvard). Elected Trustee, 1999. Term expires 2004.

John Anthony Gibbons, Jr., A.B. (Bowdoin), M.B.A. (New York University). Elected Trustee, 2002. Term expires 2007.

Stephen Francis Gormley, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2006.

Alvin Darnell Hall, A.B. (Bowdoin), M.A. (UNC Chapel Hill), Elected Trustee, 2001. Term expires 2006.

Laurie Anne Hawkes, A.B. (Bowdoin), M.B.A. (Cornell). Elected Overseer, 1986; elected Trustee, 1995. Term expires 2003.

Dennis James Hutchinson, A.B. (Bowdoin), M.A. (Oxford), LL.M. (Texas-Austin). Elected Overseer, 1975; elected Trustee, 1987. Term expires 2003.

William Sargent Janes, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2007.

Gregory E. Kerr, A.B. (Bowdoin), M.D. (New York University), M.B.A. (Columbia). Elected Trustee, 2000. Term expires 2005.

Donald Richardson Kurtz, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1984; elected emeritus, 1996; elected Trustee, 1997. Term expires 2007.

James Walter MacAllen, A.B. (Bowdoin), M.B.A. (Virginia). Elected Overseer, 1995.* Term expires 2006.

Nancy Bellhouse May, A.B. (Bowdoin), J.D. (Columbia). Elected Trustee, 1996. Term expires 2006.

Lisa Ann McElaney, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 2001. Term expires, 2006.

Jane McKay Morrell, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2007.

David Alexander Olsen, A.B. (Bowdoin). Elected Overseer, 1986.* Term expires 2003.

Michael Henderson Owens, A.B. (Bowdoin), M.D., M.P.H. (Yale). Elected Overseer, 1988.* Term expires 2005.

Edgar Moore Reed, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1995.* Term expires 2006.

Linda Horvitz Roth, A.B. (Bowdoin), M.A. (North Carolina). Elected Overseer, 1992.* Term expires 2003.

Lee Dickinson Rowe, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2006.

Joan Benoit Samuelson, A.B. (Bowdoin), D.A. (Thomas College). Elected Overseer, 1995.* Term expires 2006.

Steven M. Schwartz, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 1999. Term expires 2004.

Peter Metcalf Small, A.B. (Bowdoin). Elected Overseer, 1988.* Term expires 2005.

Donald Bertram Snyder, Jr., A.B. (Bowdoin). Elected Overseer, 1992.* Term expires 2003.

Sheldon Michael Stone, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2006.

Richard Houghton Stowe, B.S.E.E. (Rensselaer), M.B.A. (Harvard). Elected Trustee, 1998. Term expires 2003.

John Joseph Studzinski, A.B. (Bowdoin), M.B.A. (Chicago). Elected Trustee, 1998. Term expires 2003.

Frederick Gordon Potter Thorne, A.B. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1982. Term expires 2003.

David Earl Warren, A.B. (Bowdoin), J.D. (Columbia). Elected Overseer, 1988.* Term expires 2005.

Robert Francis White, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1993.* Term expires 2004.

Barry Neal Wish, A.B. (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994. Term expires 2007.

John Alden Woodcock, Jr., A.B. (Bowdoin), M.A. (University of London), J.D. (Maine). Elected Trustee, 1996. Term expires 2006.

Anne W. Springer, A.B. (Bowdoin), Secretary. Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary, 1996. Elected Secretary, 2001. Term expires 2004.

David R. Treadwell, A.B. (Bowdoin), M.B.A. (Harvard), Assistant Secretary. Elected Assistant Secretary, 2001. Term expires 2006.

Richard A. Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Secretary of the College and Staff Liaison to the Trustees.

EMERITI

Charles William Allen, A.B. (Bowdoin), J.D. (Michigan), LL.D. (Bowdoin). Elected Overseer, 1967; elected emeritus, 1976.

Thomas Hodge Allen, A.B. (Bowdoin), B.Phil. (Oxford), J.D. (Harvard). Elected Overseer, 1985; elected emeritus 1997.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970; elected emeritus, 1984.

Peter Charles Barnard, A.B. (Bowdoin), A.M. (Middlebury). Elected Overseer, 1977; elected secretary of the president and trustees emeritus and overseer emeritus, 1991.

Walter Edward Bartlett, A.B. (Bowdoin). Elected Overseer, 1990*; elected emeritus, 2001.

Robert Ness Bass, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1964; elected emeritus, 1980.

David Pillsbury Becker, A.B. (Bowdoin), A.M. (New York University). Elected Overseer, 1986*; elected emeritus, 1998.

Rosalyne Spindel Bernstein, A.B. (Radcliffe), J.D. (Maine), LL.D (Bowdoin), D.H.L. (Maine). Elected Overseer, 1973; elected Trustee, 1981; elected emerita 1997.

Gerald Walter Blakeley, Jr., A.B. (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

Matthew Davidson Branche, A.B. (Bowdoin), M.D. (Boston University). Elected Overseer, 1970; elected emeritus, 1985.

Theodore Hamilton Brodie, A.B. (Bowdoin). Elected Overseer, 1983; elected emeritus, 1995.

Paul Peter Brountas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1974; elected Trustee, 1984; elected emeritus, 1996.

George Hench Butcher III, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

John Everett Cartland, Jr., A.B. (Bowdoin), M.D. (Columbia). Elected Overseer, 1976; elected emeritus, 1988.

Thomas Clark Casey, A.B. (Bowdoin), M.B.A. (Stanford). Elected Overseer, 1989*; elected emeritus, 2001.

Kenneth Irvine Chenault, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1993.

Norman Paul Cohen, A.B. (Bowdoin), J.D. (Harvard), LL.D (Bowdoin). Elected Overseer, 1977; elected emeritus, 1989.

The Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973; elected emeritus, 1985.

J. Taylor Crandall, A.B. (Bowdoin). Elected Overseer, 1991; elected emeritus, 1997.

David Watson Daly Dickson, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Litt.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1975; elected emeritus, 1982.

The Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970; elected emeritus, 1983.

Stanley Freeman Druckenmiller, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974; elected emeritus, 1986.

William Francis Farley, A.B. (Bowdoin), J.D. (Boston College), LL.D. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1992.

Frank John Farrington, A.B. (Bowdoin), M.S. (The American College). Elected Overseer, 1984; elected emeritus, 1996.

Herbert Spencer French, Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976; elected emeritus, 1988.

Albert Edward Gibbons, Jr., A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

Leon Arthur Gorman, A.B., B.D., LL.D. (Bowdoin). Elected Overseer, 1983; elected Trustee, 1994; elected emeritus, 2002.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D. Litt. (Wesleyan), L.H.D. (Colby, Bowdoin, Bates, University of Maine). President of the College, 1981-1990; elected emeritus, 1990.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975; elected emeritus, 1987.

Marvin Howe Green, Jr., A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1996.

Gordon Francis Grimes, A.B. (Bowdoin), B.A. (Cambridge), J.D. (Boston). Elected Overseer, 1986*; elected emeritus, 1998.

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M., M.Phil., Ph.D. (Yale). Elected Overseer, 1969; elected emeritus, 1983.

Merton Goodell Henry, A.B. (Bowdoin), LL.B. (George Washington), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1974; elected emeritus, 1987.

Caroline Lee Herter. Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.

Regina Elbinger Herzlinger, B.S. (Massachusetts Institute of Technology), D.B.A. (Harvard). Elected Overseer, 1983; elected emerita, 1989.

The Reverend Judith Linnea Anderson Hoehler, A.B. (Douglass), M.Div. (Harvard), S.T.D. (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.

John Roscoe Hupper, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970; elected Trustee, 1982; elected emeritus, 1995.

Roscoe Cunningham Ingalls, Jr., B.S. (Bowdoin). Elected Overseer, 1968; elected Trustee, 1973; elected emeritus, 1989.

William Dunning Ireland, Jr., A.B. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.

Judith Magyar Isaacson, A.B. (Bates), A.M., LL.D (Bowdoin), L.D. (Bates) L.H.D. (Colby), H.L. (University of New England). Elected Overseer, 1984; elected emerita, 1996.

Lewis Wertheimer Kresch, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970; elected emeritus, 1983.

Samuel Appleton Ladd III, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

Albert Frederick Lilley, A.B. (Bowdoin), LL.B. (Virginia), J.D. Elected Overseer, 1976; elected emeritus, 1988.

Herbert Mayhew Lord, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1980; elected emeritus, 1992.

George Calvin Mackenzie, A.B. (Bowdoin), A.M. (Tufts), Ph.D. (Harvard). Elected Overseer, 1986*; elected emeritus, 1998.

John Francis Magee, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine), LL.D. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1979; elected emeritus, 1995.

Cynthia Graham McFadden, A.B. (Bowdoin), LL.B. (Columbia), J.D. (Columbia University School of Law) Elected Overseer, 1986; elected emerita, 1995.

Robert H. Millar, A.B. (Bowdoin), B.Div. (Yale). Secretary. Elected 1991, re-elected 1996. Elected secretary emeritus, 2001.

Malcolm Elmer Morrell, Jr., A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1974; elected emeritus, 1986.

Richard Allen Morrell, A.B. (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989; elected emeritus, 2002.

Norman Colman Nicholson, Jr., A.B. (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991.

Campbell Barrett Niven, A.B. (Bowdoin). Elected Overseer, 1986*; elected emeritus, 1998.

Payson Stephen Perkins, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

William Curtis Pierce, A.B. (Bowdoin), LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1962; elected Trustee, 1967; elected emeritus, 1981.

Everett Parker Pope, B.S., A.M., LL.D. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1977; elected emeritus, 1988.

Louis Robert Porteous, Jr., A.B. (Bowdoin), LL.D. (Portland School of Art). Elected Overseer, 1982; elected emeritus, 1994.

Hollis Susan Rafkin-Sax, A.B. (Bowdoin). Elected Overseer, 1988*; elected emerita, 2000.

Peter Donald Relic, A.B. (Bowdoin), M.A. (Case Western Reserve), Ed.D. (Harvard), Litt.D. (Belmont Abbey). Elected Overseer, 1987*; elected emeritus, 1999.

Alden Hart Sawyer, Jr., A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976; elected emeritus, 1985.

Jill Ann Shaw-Ruddock, A.B. (Bowdoin). Elected Overseer, 1994*; elected emerita, 2000.

Carolyn Walch Slayman, B.A. (Swarthmore), Ph.D. (Rockefeller), Sc.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 2001.

Robert Nelson Smith, Lieutenant General (Ret.), B.S. (Bowdoin), Ph.D., LL.D. (Kyung Hee University). Elected Overseer, 1965; elected emeritus, 1978.

John Ingalls Snow, A.B. (Bowdoin), M.B.A. (Wharton). Elected Overseer, 1986*; elected emeritus, 1992.

Phineas Sprague, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

Terry Douglas Stenberg, A.B. (Bowdoin), Ed.M. (Boston University), Ph.D. (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.

Deborah Jean Swiss, A.B. (Bowdoin), Ed.M., Ed.D. (Harvard). Elected Overseer, 1983; elected emerita, 1995.

Raymond Stanley Troubh, A.B. (Bowdoin), LL.B. (Yale). Elected Overseer, 1978; elected emeritus, 1990.

William David Verrill, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Mary Ann Villari, A.B. (Bowdoin), J.D. (Boston University). Elected Overseer, 1987*; elected emerita, 1999.

William Grosvenor Wadman, A.B. (Bowdoin). Elected Overseer, 1988*; elected emeritus, 2000.

Leslie Walker, A.B. (Bowdoin). Elected Overseer, 1995*; elected emerita, 2001.

Winthrop Brooks Walker, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1966; elected Trustee, 1970; elected emeritus, 1986.

Harry K. Warren, B.A. (Pennsylvania). Elected Secretary, 1986; elected emeritus, 1995.

Timothy Matlack Warren, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

George Curtis Webber II, A.B. (Bowdoin), LL.B. (Harvard). Elected Secretary, 1983; elected emeritus, 1986.

Russell Bacon Wight, Jr., A.B. (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.

Richard Arthur Wiley, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1981; elected emeritus, 1993.

Elizabeth Christian Woodcock, A.B. (Bowdoin), A.M. (Stanford), J.D. (Maine). Elected Overseer, 1985*; elected emerita, 1997.

Officers of Instruction

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), President of the College. (2001)†

Brian Ainscough, B.A. (Fairleigh Dickinson), Coach in the Department of Athletics. (2000)

Michele K. Amidon, B.A. (St. Lawrence), Coach in the Department of Athletics. (1996)

Anthony F. Antolini, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Director of the Bowdoin Chorus and Ear-Training Instructor. (Adjunct.)

Pamela Ballinger, B.A. (Stanford), M.Phil. (Trinity College, Cambridge), M.A., Ph.D. (Johns Hopkins), Assistant Professor of Anthropology. *(On leave of absence for the academic year.)* (1998)

Joe Bandy, B.A. (Rhodes), M.A., Ph.D. (California-Santa Barbara), Assistant Professor of Sociology. (1998)

Lucy Barber, B.F.A. (Pratt), M.F.A. (CUNY–Brooklyn College), Visiting Assistant Professor of Art. (2001)

William H. Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Professor of Mathematics. (1975)

Mark O. Battle, B.S. (Tufts), B.M. (New England Conservatory), M.A., Ph.D. (Rochester), Assistant Professor of Physics. (1999)

Thomas Baumgarte, Diplom, Ph.D. (Ludwig-Maximilians-Universität Munich), Assistant Professor of Physics. (2001)

Rachel J. Beane, B.A. (Williams), Ph.D. (Stanford), Assistant Professor of Geology. (1998)

Susan E. Bell, A.B. (Haverford), A.M., Ph.D. (Brandeis), A. Myrick Freeman Professor of Social Sciences. (1983)

Gretchen Berg, B.A. (Antioch), Ed.M. (Harvard), Lecturer in Theater. (Adjunct.)

Gil Birney, B.A. (Williams), M.Div. (Virginia), Coach in the Department of Athletics. (2000)

John B. Bisbee, B.F.A. (Alfred), Lecturer in Art. (1996)

Joanna Bosse, B.A. (Houghton), M.A. (Michigan State), Instructor in Music.* (2002)

Andrew J. Bove, B.A. (Carleton), Visiting Instructor in Government.* (2002)

Barbara Weiden Boyd, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Winkley Professor of Latin and Greek. *(On leave of absence for the academic year.)* (1980)

Aviva Briefel, B.A. (Brown), M.A., Ph.D. (Harvard), Assistant Professor of English. (2000)

Richard D. Broene, B.S. (Hope), Ph.D. (California-Los Angeles), Associate Professor of Chemistry. (1993)

†Date of first appointment to the faculty.

** Indicates candidate for doctoral degree at time of appointment.*

Jorunn J. Buckley, Cand. mag (Oslo), Cand. philol. (Bergen), Ph.D. (Chicago), Assistant Professor of Religion. *(On leave of absence for the academic year.)* (1999)

Bradford Burnham, B.S. (Maine), M.S. (Colorado State), Coach in the Department of Athletics. (2000)

Helen L. Cafferty, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan, Jr., Professor of German and the Humanities. (1972)

Johanna E. Campbell, B.A. (Union), M.F.A. (Florida Atlantic), Lecturer in Theater. (Adjunct.)

José B. Capino, B.A. (Ateneo de Manila University), M.A., Ph.D. (Northwestern), Visiting Assistant Professor of Film Studies. (2002)

David C. Caputi, B.A. (Middlebury), M.Ed. (North Adams State), Coach in the Department of Athletics. (2000)

Steven R. Cerf, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield, Jr., Professor of German. (1971)

Connie Y. Chiang, B.A. (California–Santa Barbara), M.A. (Washington), Coastal Studies Center Scholar-in-Residence and Adjunct Lecturer in History.

Eric L. Chown, B.A., M.S. (Northwestern), Ph.D. (Michigan), Assistant Professor of Computer Science. (1998)

Ronald L. Christensen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Associate Dean for Academic Affairs for the Sciences and James Stacy Coles Professor of Natural Sciences. (1976)

David Collings, A.B. (Pacific Union), A.M., Ph.D. (California–Riverside), Associate Professor of English. *(On leave of absence for the academic year.)* (1987)

Thomas Conlan, B.A. (Michigan), M.A., Ph.D. (Stanford), Assistant Professor of History and Asian Studies. *(On leave of absence for the fall semester.)* (1998)

Rachel Ex Connelly, A.B. (Brandeis), A.M., Ph.D. (Michigan), Associate Professor of Economics. (1985)

Michael Connolly, B.A. (Brandeis), Coach in the Department of Athletics. (1999)

Denis J. Corish, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy. (1973)

Thomas B. Cornell, A.B. (Amherst), Richard F. Steele Professor of Studio Art. (1962)

Peter Coviello, B.A. (Northwestern), M.A., Ph.D. (Cornell), Assistant Professor of English. (1998)

Donald Crane, B.S., M.S. (Montana State), Head Athletic Trainer. (1996)

Elena Cueto-Asín, B.A. (Universidad Complutense de Madrid), M.A., Ph.D. (Purdue), Assistant Professor of Romance Languages. (2000)

Shuqin Cui, B.A. (Xian Foreign Language Institute, China), M.A. (Wisconsin), M.A., Ph.D. (Michigan), Visiting Associate Professor of Asian Studies. (2002)

Songren Cui, B.A. (Zhongshan), M.A., Ph.D. (California–Los Angeles), Assistant Professor of Asian Studies. *(On leave of absence for the academic year.)* (1999)

John D. Cullen, A.B. (Brown), Associate Director of Athletics and Coach in the Department of Athletics. (1985)

Charlotte Daniels, B.A./B.S. (Delaware), M.A., Ph.D. (University of Pennsylvania), Assistant Professor of Romance Languages. (1999)

Alexandre Dauge-Roth, M.A. (Université de Lausanne), Ph.D. (Michigan), Visiting Assistant Professor of Romance Languages. (2001)

Katherine L. Dauge-Roth, A.B. (Colby), D.E.U.G. (Université de Caen), M.A., Ph.D. (Michigan), Assistant Professor of Romance Languages. *(On leave of absence for the academic year.)* (1999)

Gregory P. DeCoster, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)

Deborah S. DeGraff, B.A. (Knox College), M.A., Ph.D. (Michigan), Associate Dean for Academic Affairs and Associate Professor of Economics. (1991)

Dallas G. Denery II, B.A. (California–Berkeley), M.A. (Dominican School of Philosophy and Theology), Ph.D. (California–Berkeley), Assistant Professor of History. (2002)

Nicola F. Denzey, B.A. (Toronto), M.A., Ph.D. (Princeton), Visiting Assistant Professor of Religion. (2002)

Purnima Dhavan, B.A. (Michigan), M.A. (Virginia), Visiting Instructor in History.* (2002)

Sara A. Dickey, B.A. (Washington), M.A., Ph.D. (California–San Diego), Professor of Anthropology. (1988)

Patsy S. Dickinson, A.B. (Pomona), M.S., Ph.D. (Washington), Professor of Biology. (1983)

Linda J. Docherty, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (1986)

Jorge Fernández, B.A. (Barcelona), M.A., Ph.D. (Brown), Visiting Assistant Professor of Philosophy. (2002)

Stephen T. Fisk, A.B. (California–Berkeley), A.M., Ph.D. (Harvard), Professor of Mathematics. (1977)

John M. Fitzgerald, A.B. (Montana), M.S., Ph.D. (Wisconsin), Professor of Economics. (1983)

Pamela M. Fletcher, A.B. (Bowdoin), M.A., Ph.D. (Columbia), Assistant Professor of Art History. (2001)

Richard Ford, B.A. (Michigan State), M.F.A. (California–Irvine), Visiting Professor of English. (2002)

Tomas Fortson, Coach in the Department of Athletics. (2000)

Paul N. Franco, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Professor of Government. *(On leave of absence for the academic year.)* (1990)

Paul Friedland, B.A. (Brown), M.A. (Chicago), Ph.D. (California–Berkeley), Assistant Professor of History. (1997)

Judy Gailen, M.F.A. equiv. (Yale School of Drama), Adjunct Lecturer in Theater. (Fall semester).

Lucile Gallaudet, B.A. (Kansas), M.S. in Ed. (Bank Street), Adjunct Lecturer in Education

David K. Garnick, B.A., M.S. (Vermont), Ph.D. (Delaware), Associate Professor of Computer Science. *(On leave of absence for the fall semester.)* (1988)

Kristen R. Ghodsee, B.A. (California–Santa Cruz), M.A., Ph.D. (California–Berkeley), Assistant Professor of Women's Studies. (2002)

Timothy J. Gilbride, A.B. (Providence), M.P. (American International), Coach in the Department of Athletics. (1985)

Christopher C. Glass, A.B. (Haverford), M.Arch. (Yale), Adjunct Lecturer in Art.

Suzanne Globetti, B.A. (Virginia), Visiting Instructor in Government. (2002)

Jonathan P. Goldstein, A.B. (New York–Buffalo), A.M., Ph.D. (Massachusetts), Professor of Economics. (1979)

Celeste Goodridge, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers), Professor of English. (1986)

Robert K. Greenlee, B.M., M.M. (Oklahoma), D.M. (Indiana), Associate Professor of Music. *(On leave of absence for the academic year.)* (1982)

Lance L. P. Guo, B.A., M.A. (Beijing Normal University), M.A. (Johns Hopkins), Ph.D. (Washington), Assistant Professor of Government and Asian Studies. (2000)

Anne C. J. Hayden, B.A. (Harvard), M.S. (Duke), Adjunct Lecturer in Environmental Studies.

Barbara S. Held, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Professor of Psychology and Social Studies. (1979)

Anne Henshaw, B.A. (New Hampshire), M.A., Ph.D. (Harvard), Director of the Coastal Studies Center and Adjunct Assistant Professor of Anthropology.

Dorothea K. Herreiner, B.A. (University of Karlsruhe), M.S. (London School of Economics), Ph.D. (European University Institute), Assistant Professor of Economics. (2001)

Guillermo Herrera, A.B. (Harvard), M.S., M.A., Ph.D. (Washington), Assistant Professor of Economics. (2000)

K. Page Herrlinger, B.A. (Yale), M.A., Ph.D. (California–Berkeley), Assistant Professor of History. (1997)

Judson Herrman, B.A. (Michigan), Ph.D. (Harvard), Visiting Assistant Professor of Classics. (2002)

Marc J. Hetherington, B.A. (Pittsburgh), Ph.D. (Texas–Austin), Assistant Professor of Government. (1998)

James A. Higginbotham, B.S., A.M., Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics on the Henry Johnson Professorship Fund. (1994)

James L. Hodge, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Professor of Modern Languages and Professor of German. *(On leave of absence for the fall semester.)* (1961)

John C. Holt, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Professor of Religion. (1978)

Hadley Wilson Horch, B.A. (Swarthmore), Ph.D. (Duke), Assistant Professor of Biology and Neuroscience. (2001)

James A. Hornsten, B.A. (St. Thomas), M.A. (Northwestern), Visiting Instructor in Economics.* (1999)

Mary Hunter, B.A. (Sussex), M.A., Ph.D. (Cornell), A. LeRoy Greason Professor of Music. (1997)

Janice A. Jaffe, A.B. (University of the South), A.M., Ph.D. (Wisconsin), Associate Professor of Romance Languages. (1988)

Nancy E. Jennings, B.A. (Macalester), M.S. (Illinois–Urbana-Champaign), Ph.D. (Michigan State), Associate Professor of Education. (1994)

DeWitt John, B.A. (Harvard), M.A., Ph.D. (Chicago), Senior Lecturer in Government and Environmental Studies. (2000)

Amy S. Johnson, B.A. (California–Los Angeles), Ph.D. (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. (1989)

Kirk A. Johnson, B.A. (Duke), M.S., (Washington University–St. Louis), Ph.D. (Illinois–Urbana-Champaign), Assistant Professor of Sociology. *(On leave of absence for the academic year.)* (1999)

R. Wells Johnson, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. (1964)

C. Michael Jones, A.B. (Williams), Ph.D. (Yale), Associate Professor of Economics. *(On leave of absence for the spring semester.)* (1987)

Gwyneth Jones, Lecturer in Dance Performance. (Adjunct.)

Susan A. Kaplan, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. (1985)

B. Zorina Khan, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California–Los Angeles), Associate Professor of Economics. (1996)

Yuri Kholodenko, M.S. (Kiev State University), Ph.D. (Pennsylvania), Visiting Assistant Professor of Chemistry. (2002)

Ann L. Kibbie, B.A. (Boston), Ph.D. (California–Berkeley), Associate Professor of English. (1989)

Colleen Kiely, B.F.A. (Rhode Island School of Design), M.F.A. (School of the Museum of Fine Arts, Boston), Visiting Assistant Professor of Art. (2001)

Matthew G. Killough, Sc.B. (Brown), Ph.D. (New York University), Assistant Professor of Mathematics. (2000)

Aaron W. Kitch, B.A. (Yale), M.A. (Colorado–Boulder), Ph.D. (Chicago), Assistant Professor of English. (2002)

Matthew W. Klingle, B.A. (California–Berkeley), M.A., Ph.D. (Washington), Assistant Professor of History and Environmental Studies. (2001)

Bruce D. Kohorn, B.A. (Vermont), M.S., Ph.D. (Yale), Professor of Biology and Biochemistry. (2001)

Jane E. Knox-Voina, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas–Austin), Professor of Russian. (1976)

Michael Kolster, B.A. (Williams), M.F.A. (Massachusetts College of Art), Assistant Professor of Art. (2000)

Jennifer Clarke Kosak, A.B. (Harvard–Radcliffe), Ph.D. (Michigan–Ann Arbor), Assistant Professor of Classics. (1999)

Edward P. Laine, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Geology. (1985)

Henry C. W. Laurence, B.A. (Oxford), Ph.D. (Harvard), Assistant Professor of Government and Asian Studies. (1997)

Peter D. Lea, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado–Boulder), Associate Professor of Geology. (1988)

Daniel Levine, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science. (1963)

Adam B. Levy, B.A. (Williams), Ph.D. (Washington), Associate Professor of Mathematics. *(On leave of absence for the spring semester.)* (1994)

John Lichter, B.S. (Northern Illinois), Ph.D. (Minnesota), Assistant Professor of Biology and Environmental Studies. (2000)

Brian R. Linton, B.A. (Allegheny), Ph.D. (Pittsburgh), Assistant Professor of Chemistry. (2000)

Barry A. Logan, B.A. (Cornell), Ph.D. (Colorado), Assistant Professor of Biology. *(On leave of absence for the spring semester.)* (1998)

Suzanne B. Lovett, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)

Scott MacEachern, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Associate Professor of Anthropology. (1995)

Stephen M. Majercik, A.B. (Harvard), M.F.A., M.B.A (Yale), M.S. (Southern Maine), Ph.D. (Duke), Assistant Professor of Computer Science. (2000)

Libby Marcus, B.A. (Hampshire), M.A. (Emerson), Adjunct Lecturer in Theater and Dance.

Janet M. Martin, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. (1986)

T. Penny Martin, A.B., A.M. (Middlebury), M.A.T., Ed.D. (Harvard), Associate Professor of Education. (1988)

Dana W. Mayo, B.S. (Massachusetts Institute of Technology), Ph.D. (Indiana), Charles Weston Pickard Research Professor of Chemistry. (1962)

Anne E. McBride, B.S. (Yale), M.Phil. (Cambridge), Ph.D. (Colorado–Boulder), Assistant Professor of Biology and Biochemistry. (2001)

Thomas E. McCabe, Jr., B.S., M.S. (Springfield College), Coach in the Department of Athletics. (1990)

James W. McCalla, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California–Berkeley), Associate Professor of Music. (1985)

Craig A. McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Dean for Academic Affairs and Daniel B. Fayerweather Professor of Political Economy and Sociology. (1975)

Julie L. McGee, A.B. (Bowdoin), M.A., Ph.D. (Bryn Mawr), Visiting Assistant Professor of Africana Studies. (1996)

Sarah F. McMahon, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (1982)

Terry Meagher, A.B. (Boston), M.S. (Illinois State), Sidney J. Watson Coach of Men's Ice Hockey. (1983)

Raymond H. Miller, A.B. (Indiana), A.M., Ph.D. (Harvard), Associate Professor of Russian. (1983)

Edward Otis Minot, B.S. (Bowdoin), M.S. (Maine), Ph.D. (Oxford), Visiting Professor of Biology. (2001)

Ellen E. Moodie, B.A. (Indiana), M.A., Ph.D. (Michigan), Visiting Assistant Professor of Anthropology. (2002)

Calvin C. Moore, B.S. (Florida A&M), J.D. (Harvard), Visiting Assistant Professor of Sociology. (2000)

Richard E. Morgan, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1969)

John Morneau, B.M. (New Hampshire), Director of Concert Band. (Adjunct.)

Madeleine E. Msall, B.A. (Oberlin), M.A., Ph.D. (Illinois–Urbana-Champaign), Associate Professor of Physics. (1994)

James Mullen, B.F.A. (New Hampshire), M.F.A. (Indiana), Assistant Professor of Art. *(On leave of absence for the academic year.)* (1999)

Elizabeth Muther, B.A. (Wellesley), Ph.D. (California–Berkeley), Associate Professor of English. (1993)

Stephen G. Naculich, B.S. (Case Western Reserve), M.A., Ph.D. (Princeton), Associate Professor of Physics. *(On leave of absence for the academic year.)* (1993)

Jeffrey K. Nagle, A.B. (Earlham), Ph.D. (North Carolina), Professor of Chemistry. (1980)

Terri Nickel, B.A. (Pacific Union), M.A. (Loma Linda), Ph.D. (California–Riverside), Visiting Assistant Professor of English. (1999)

Takeyoshi Nishiuchi, B.F.A. (San Francisco Art Institute), M.Arch., Ph.D. (California–Berkeley), Assistant Professor of Asian Studies. (1997)

Magdalen Normandeau, B.Sc., M.Sc. (Université Laval), Ph.D. (University of Calgary), Visiting Assistant Professor of Physics. (2002)

David Nyberg, A.B., Ph.D. (Stanford), Adjunct Lecturer in Education.

Paul L. Nyhus, A.B. (Augsburg), S.T.B., Ph.D. (Harvard), Frank Andrew Munsey Research Professor of History. (1966)

Kathleen A. O'Connor, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director of the Writing Project and Lecturer in Education. (1987)

Clifton C. Olds, A.B. (Dartmouth), A.M., Ph.D. (Pennsylvania), Edith Cleaves Barry Research Professor of the History and Criticism of Art. (1982)

Ada L. Olins, B.S. (City College of New York), A.M. (Harvard), Ph.D. (New York University), Visiting Scholar in Biology. (2002)

Donald E. Olins, A.B. (Rochester), Ph.D.(Rockefeller University), Visiting Scholar in Biology. (2002)

David S. Page, B.S. (Brown), Ph.D. (Purdue), Charles Weston Pickard Professor of Chemistry and Biochemistry. (1974)

Michael F. Palopoli, B.S., M.S. (Michigan–Ann Arbor), Ph.D. (Chicago), Assistant Professor of Biology. *(On leave of absence for the fall semester.)* (1998)

H. Roy Partridge, Jr., B.A. (Oberlin), M.S.W., M.A., Ph.D. (Michigan), M.Div. (Harvard), Visiting Assistant Professor of Sociology and Africana Studies. (1994)

Jane Paterson, B.A. (Northwestern), M.S. (Smith), Coach in the Department of Athletics. (1998)

Jill Pearlman, B.A. (Beloit), M.A. (California), Ph.D. (Chicago), Visiting Assistant Professor of Environmental Studies. *(CBB London — fall semester.)* (1994)

Nicola C. Pearson, B.S. (St. Mary's College, London), Coach in the Department of Athletics. (1996)

Stefanie Pemper, B.A., M.P.E. (Idaho State), Senior Women's Administrator and Coach in the Department of Athletics. (1999)

Stephen G. Perkinson, B.A. (Colgate), M.A., Ph.D. (Northwestern), Assistant Professor of Art History. (2002)

Michael A. Pesenson, B.A. (Pennsylvania), Ph.D. (Yale), Assistant Professor of Russian. *(St. Petersburg/Nevsky Institute – spring semester.)* (2001)

Eric S. Peterson, B.A. (Gustavus Adolphus), Ph.D. (California–Berkeley), Assistant Professor of Chemistry. *(On leave of absence for the academic year.)* (1999)

Carey R. Phillips, B.S. (Oregon State), M.S. (California–Santa Barbara), Ph.D. (Wisconsin–Madison), Professor of Biology. (1985)

Mark L. Phillipson, B.A. (Columbia College), Ph.D. (California–Berkeley), Visiting Assistant Professor of English. (2002)

Thomas Pietraho, B.A., M.S. (Chicago), Ph.D. (M.I.T.), Assistant Professor of Mathematics. (2001)

Irene Polinskaya, B.A. equiv. (St. Petersburg State University), Ph.D. (Stanford), Assistant Professor of Classics. (2000)

Christian P. Potholm II, A.B. (Bowdoin), M.A., M.A.L.D., Ph.D. (Tufts), DeAlva Stanwood Alexander Professor of Government. *(On leave of absence for the spring semester.)* (1970)

Elizabeth A. Pritchard, A.B. (Boston College), M.T.S., M.A., Ph.D. (Harvard), Assistant Professor of Religion. (1998)

Samuel P. Putnam, B.S. (Iowa), M.S., Ph.D. (Pennsylvania State), Assistant Professor of Psychology. (2001)

Thomas F. Radulski, B.A, M.P.A. (New Hampshire), Coach in the Department of Athletics. (2001)

Patrick J. Rael, B.A. (Maryland–College Park), M.A., Ph.D. (California–Berkeley), Associate Professor of History. (1995)

Seth J. Ramus, B.A. (California–Berkeley), M.A., Ph.D. (California–San Diego), Assistant Professor of Psychology and Neuroscience. (2002)

Anna Rein, M.A. equiv. (University of Pisa), Lecturer in Romance Languages. (2000)

Marilyn Reizbaum, A.B. (Queens College), M.Litt. (Edinburgh), Ph.D. (Wisconsin–Madison), Professor of English. (1984)

Carla W. Rensenbrink, B.A. (Radcliffe), M.A. (Goddard), Ph.D. (Harvard), Adjunct Lecturer in Education.

Stephanie A. Richards, B.S. (Bates), Ph.D. (Vermont), Visiting Assistant Professor of Biology. (2002)

Nancy E. Riley, B.A. (Pennsylvania), M.P.H., M.A. (Hawaii), Ph.D. (Johns Hopkins), Associate Professor of Sociology. *(On leave of absence for the academic year.)* (1992)

Rosemary A. Roberts, B.A. (University of Reading), M.Sc., Ph.D. (University of Waterloo), Associate Professor of Mathematics. *(On leave of absence for the academic year.)* (1984)

Davis R. Robinson, B.A. (Hampshire), M.F.A. (Boston University), Assistant Professor of Theater. (1999)

Lynn M. Ruddy, B.S. (Wisconsin–Oshkosh), Associate Director of Athletics and Coach in the Department of Athletics. (1976)

Arielle Saiber, B.A. (Hampshire), M.A., Ph.D. (Yale), Assistant Professor of Romance Languages. *(On leave of absence for the spring semester.)* (1999)

James A. St. Pierre, B.S. (Maine–Orono), M.S. (Wisconsin), Coach in the Department of Athletics. (2001)

Maria Paulina Salas Riczker, B.A. (Pontifical Catholic University of Ecuador), Visiting Lecturer in Romance Languages. (2002)

Paul Sarvis, Lecturer in Dance Performance. (Adjunct.)

Natsu Sato, B.A. (Tenri University), M.A. (Indiana), Lecturer in Japanese. (2002)

Patricia J. Saunders, B.S. (Maryland), M.A., Ph.D. (Pittsburgh), Assistant Professor of English. (1999)

Paul E. Schaffner, A.B. (Oberlin), Ph.D. (Cornell), Associate Professor of Psychology. (1977)

Jennifer Scanlon, B.S. (SUNY–Oneonta), M.A. (Delaware), M.A., Ph.D. (Binghamton), Associate Professor of Women's Studies. (2002)

Peter Schilling, B.A. (Georgetown), M.A., Ph.D. (Columbia), Adjunct Assistant Professor of English.

Elliott S. Schwartz, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Research Professor of Music. (1964)

Scott R. Sehon, B.A. (Harvard), M.A., Ph.D. (Princeton), Associate Professor of Philosophy. *(On leave of absence for the academic year.)* (1993)

C. Thomas Settlemire, B.S., M.S. (Ohio State), Ph.D. (North Carolina State), Research Professor of Biology. (1969)

Leslie C. Shaw, B.A. (Maine–Orono), M.A. (Wyoming–Laramie), Ph.D. (Massachusetts–Amherst), Visiting Assistant Professor of Anthropology. (1998)

Ruihua Shen, B.A. (Wuhan University), M.A. (Oregon), Visiting Instructor in Asian Studies.* (2001)

Vineet Shende, B.A. (Grinnell), M.A. (Butler), Ph.D. (Cornell), Assistant Professor of Music. (2002)

Lawrence H. Simon, A.B. (Pennsylvania), A.B. (Oxford), M.A./ B.A. (Cambridge), Ph.D. (Boston University), Associate Professor of Philosophy. (1987)

Peter Slovenski, A.B. (Dartmouth), A.M. (Stanford), Coach in the Department of Athletics. (1987)

Louisa M. Slowiaczek, B.S. (Massachusetts), Ph.D. (Indiana), Professor of Psychology. (1998)

Kidder Smith, Jr., A.B. (Princeton), Ph.D. (California–Berkeley), Professor of History. (1981)

Philip H. Soule, A.B. (Maine), Coach in the Department of Athletics. (1967)

Allen L. Springer, A.B. (Amherst), M.A., M.A.L.D., Ph.D. (Tufts), Professor of Government. (1976)

Randolph Stakeman, A.B. (Wesleyan), A.M., Ph.D. (Stanford), Associate Professor of History. (1978)

William L. Steinhart, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Linnean Professor of Biology. *(On leave of absence for the fall semester.)* (1975)

Elizabeth A. Stemmler, B.S. (Bates), Ph.D. (Indiana), Associate Professor of Chemistry. (1988)

Dawn R. Strout, B.S., M.E.D. (Maine–Orono), Coach in the Department of Athletics. (1997)

Matthew F. Stuart, B.A. (Vermont), M.A., Ph.D. (Cornell), Associate Professor of Philosophy. (1993)

Matthew Swarts, A.B. (Princeton), M.F.A. (Massachusetts College of Art), Visiting Assistant Professor of Art. (2001)

Dale A. Syphers, B.S., M.Sc. (Massachusetts), Ph.D. (Brown), Professor of Physics. (1986)

Jennifer Taback, B.A. (Yale), M.A., Ph.D. (Chicago), Visiting Assistant Professor of Mathematics. (2002)

Susan L. Tananbaum, B.A. (Trinity), M.A., M.A., Ph.D. (Brandeis), Associate Professor of History. (1990)

Birgit Tautz, Diplom Germanistik (Leipzig), M.A. (Wisconsin), Ph.D. (Minnesota), Assistant Professor of German. (2002)

Richmond R. Thompson, B.S. (Furman), Ph.D. (Cornell), Assistant Professor of Psychology and Neuroscience. *(On leave of absence for the academic year.)* (1999)

Matthew A. Tomlinson, B.A. (Rutgers), Ph.D. (Pennsylvania), Visiting Assistant Professor of Anthropology. (2002)

James R. Torbert, B.A. (Columbia), Adjunct Lecturer in Romance Languages.

Allen B. Tucker, Jr., A.B. (Wesleyan), M.S., Ph.D. (Northwestern), Anne T. and Robert M. Bass Professor of Natural Sciences. (1988)

John H. Turner, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Professor of Romance Languages. (1971)

David J. Vail, A.B. (Princeton), M.A., M.Phil., Ph.D. (Yale), Adams-Catlin Professor of Economics. *(On leave of absence for the fall semester.)* (1970)

June A. Vail, A.B. (Connecticut), M.A.L.S. (Wesleyan), Professor of Dance. (1987)

Krista E. Van Vleet, B.S. (Beloit), M.A., Ph.D. (Michigan), Assistant Professor of Anthropology. *(On leave of absence for the academic year.)* (1999)

William C. VanderWolk, A.B. (North Carolina), A.M. (Middlebury), Ph.D. (North Carolina), Professor of Romance Languages. (1984)

Margaret Hanétha Vété-Congolo, B.A., M.A. (Université des Antilles et de la Guyane), Instructor in Romance Languages. (2001)

Julia Viazmenski, B.A. (Smith), M.A. (Wisconsin), Visiting Lecturer in Romance Languages. (2001)

Anthony E. Walton, B.A. (Notre Dame), M.F.A. (Brown), Writer-in-Residence. *(On leave of absence for the academic year.)* (1995)

James E. Ward, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Professor of Mathematics. (1968)

Jeffrey H. Ward, A.B. (Dartmouth), M.A. (Columbia), Ashmead White Director of Athletics. (1998)

William C. Watterson, A.B. (Kenyon), Ph.D. (Brown), Edward Little Professor of the English Language and Literature. *(On leave of absence for the fall semester.)* (1976)

Dov Waxman, B.A. (Oxford), M.A., Ph.D. (Johns Hopkins), Assistant Professor of Government. (2002)

Susan E. Wegner, A.B. (Wisconsin–Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. (1980)

Marcia A. Weigle, A.B., A.M., Ph.D. (Notre Dame), Associate Professor of Government. (1988)

Allen Wells, A.B. (SUNY–Binghamton), A.M., Ph.D. (SUNY–Stony Brook), Roger Howell, Jr., Professor of History. (1988)

Tricia Welsch, B.A. (Fordham), M.A., Ph.D. (Virginia), Associate Professor of Film Studies on the Marvin H. Green, Jr. Fund. *(CBB London – spring semester.)* (1993)

Mark C. Wethli, B.F.A., M.F.A. (Miami), A. LeRoy Greason Professor of Art. (1985)

Eugenia Wheelwright, B.A. (Yale), M.A. (Washington), Adjunct Lecturer in Romance Languages.

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Sree Padma Holt, B.A., M.A., Ph.D. (Andhra University), Administrative Director.

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Sherrie S. Bergman, B.A. (Brooklyn College), M.S. in L.S. (Columbia), Librarian.

Katherine C. Adams, B.A., M.A. (California State), M.L.I.S. (California), Assistant Catalog Librarian.

Sara Amato, B.A. (Middlebury), M.L.S. (Southern Connecticut State), M.S. (Central Washington), Electronic Services and Web Development Librarian.

Timothy Bodzioney, B.F.A. (New York University), Manager of Audiovisual Services.

Susan H. Burroughs, B.A. (Bryn Mawr), M.L.I.S. (South Carolina), Collections Librarian.

Karl Fattig, B.A., M.L.S. (Alabama), M.A. (North Carolina–Chapel Hill), Technical Services Manager/Catalog Librarian.

Carmen M. Greenlee, M.S. in L.S. (Simmons), Instructional Media Services Librarian.

Dianne Molin Gutscher, B.S. (Pratt Institute), C.A. (Academy of Certified Archivists), Associate Curator for Special Collections.

Anne B. Haas, A.B. (Ohio Wesleyan), M.L.S. (Florida State), Art Librarian.

Virginia W. Hopcroft, A.B. (Brown), M.L.S. (Long Island University), Government Documents Librarian.

Eugenia P. King, B.A. (Ricker), Administrative Assistant.

Richard H. F. Lindemann, A.B. (Georgia), M.A., Ph.D. (University of Virginia), M.Libr. (Emory), Director, George J. Mitchell Department of Special Collections & Archives.

Mary V. Macul, B.A. (Mt. Holyoke), M.L.I.S. (South Carolina), Rare Books Catalog Librarian.

Michael McDermott, B.A. (Hawaii), M.L.I.S. (Simmons), Library Information Technology Specialist.

Phyllis H. McQuaide, B.A. (Arizona), Circulation Supervisor.

Judith Reid Montgomery, A.B. (Valparaiso), M.L.S. (Kent State), Associate Librarian for Public Services.

Caroline P. Moseley, B.S. (Oregon State), M.A. (New York University), Processing Archivist.

Sue O'Dell, B.A. (Arkansas), M.L.I.S. (Oklahoma), Science Librarian.

Leanne N. Pander, B.A. (Daemen), M.L.S. (Rhode Island), Assistant Public Services Librarian.

Marilyn Diener Schroeder, B.A. (Capital), A.M.L.S. (Michigan), Technical Services Manager/Acquisitions Librarian.

Sydnae Morgan Steinhart, B.S. (Lebanon Valley), M.L.S. (Pittsburgh), Music Librarian.

MUSEUM OF ART

Katy Kline, B.A., M.A. (Oberlin), Director.

Suzanne K. Bergeron, A.B. (Mount Holyoke), Assistant Director for Operations.

Alison Ferris, B.A. (North Carolina–Greensboro), M.A. (SUNY–Binghamton), Curator.

Laura Latman, A.B. (Colby), Registrar.

Caitlin Nelson, A.B. (Colby), Curatorial Assistant.

Elizabeth C. Nelson, B.A. (Middlebury), M.A. (Southern Maine), Museum Shop Manager.

Christine Paglia, A.B. (Bowdoin), Andrew W. Mellon Curatorial Intern.

MUSIC

Delmar Small, B.A. (Bates), Concert, Budget, and Equipment Manager.

OFF-CAMPUS STUDY

Stephen A. Hall, B.A. (Corpus Christi College, Oxford), M.Phil. (Warburg Institute, London University), M.A. (Princeton), Director.

Janet L. Lynch, B.A. (Middlebury), M.Sc. (London School of Economics), M.S.L. (Vermont Law School), Off-Campus Study Advisor.

OUTING CLUB

D. Michael Woodruff, A.B. (Bowdoin), Director.

Stacy C. Kirschner, B.A. (Lake Forest), Assistant Director.

PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

Susan A. Kaplan, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Director.

Molly R. Laird, B.A. (Wellesley), Curatorial Assistant.

Genevieve LeMoine, B.A. (Toronto), M.A., Ph.D. (Calgary), Curator/Registrar.

David R. Maschino, B.F.A. (Alma College), Exhibits Coordinator.

James M. Woollett, B.A., M.A. (Alberta), M.Phil. (City University of New York), Archaeology Laboratory Assistant.

PRESIDENT'S OFFICE

Claire M. Levesque, Manager, President's House.

Stephanie Brown Fabritius, B.S. (Pepperdine), Ph.D. (Purdue), American Council on Education Fellow.

Pamela D. Phillips, A.B. (Princeton), Director of Parent Giving.

Betty Trout-Kelly, B.A. (Northeastern State, Oklahoma), M.Ed. (Wichita State), Executive to the President for Institutional Diversity and Equity.

Paula J. Volent, B.A. (New Hampshire), M.A. (New York University), M.B.A (Yale), Vice President for Investments.

Cynthia P. Wonson, Executive Secretary to the President.

QUANTITATIVE SKILLS PROGRAM

Jacqueline Elizabeth La Vie, A.B. (Bryn Mawr), M.S. in Ed. (Pennsylvania), M.B.A. (New Hampshire College), Director.

RESIDENTIAL LIFE

Robert Graves, B.S. (Massachusetts–Amherst), M.A. (Dartmouth), Director.

Alice A. Hershey, A.B. (Swarthmore), Assistant Director of Residential Life.

Scott R. Jamieson, A.B. (Bowdoin), Assistant Director of Residential Life.

Lisa L. Rendall, A.S. (Westbrook), I.D. System Coordinator.

Jed W. Wartman, A.B. (Bowdoin), Assistant Director of Residential Life/Posse III Mentor.

SMITH UNION

Burgwell J. Howard, A.B. (Dartmouth), M.A. (Stanford), Director of Student Activities and the Smith Union/Assistant Dean of Student Affairs.

Susan Moore Leonard, B.S. (Maine–Orono), M.S. (Northeastern), Associate Director of Student Activities and the Smith Union.

STUDENT AFFAIRS

Craig W. Bradley, A.B. (Dartmouth), M.Sc. (Edinburgh), Dean of Student Affairs.

Joann E. Canning, A.B. (West Virginia Wesleyan), M.S. (Utah), Assistant Dean of Student Affairs and Director of Accommodations for Students with Disabilities.

Timothy W. Foster, A.B. (Dartmouth), M.A. (North Carolina–Chapel Hill), Senior Associate Dean of Student Affairs.

Margaret Hazlett, A.B. (Princeton), M.Ed. (Harvard), Associate Dean of Student Affairs and Dean of First-Year Students.

Beth Levesque, Administrative Assistant to the Dean of Student Affairs.

Mary Patricia McMahon, A.B. (Yale), M.Sc. (London School of Economics), Assistant Dean of Student Affairs.

Wilbur Smith, A.B. (Bowdoin), Director of Multicultural Student Programs.

STUDENT AID

Stephen H. Joyce, B.A. (Williams), Ed.M. (Harvard), Director of Student Aid.

Robyn Knauss, B.A. (Sweet Briar College), M.A. (Indiana University of Pennsylvania), Assistant Director of Student Aid.

Gary Weaver, B.A.(Colby College), M.A., M.B.A. (New Hampshire), Associate Director of Student Aid.

STUDENT RECORDS AND INSTITUTIONAL RESEARCH

Christine Brooks Cote, B.A. (University of San Diego), M.A. (California–Riverside), M.A. (Notre Dame), Ed.D. (Western Michigan), Director of Institutional Research and Registrar.

Margaret F. Allen, A.B. (Bowdoin), M.L.I.S. (South Carolina), Assistant Director of Institutional Research.

Kathryn Edney, B.A. (Hampshire), M.A. (Southern Maine), Associate Registrar.

Joanne Levesque, Associate Registrar.

THEATER AND DANCE

Michael Schiff-Verre, B.S.W. (Southern Maine), Technical Director/Resident Lighting Director.

TREASURER'S OFFICE

S. Catherine Longley, A.B. (Bowdoin), J.D. (Suffolk), Senior Vice President for Finance and Administration and Treasurer.

Cheryl L. Pelletier, Administrative and Finance Assistant.

UPWARD BOUND

Bridget D. Mullen, B.A., M. Phil. (College of the Atlantic), Director.

Virginia J. Fowles, B.A. (Colby), M.S.W. (Smith), Academic Counselor/Coordinator of Student Services.

Michele Melanson, B.S. (Maine–Orono), M.A. (Lesley College), Academic Counselor/Coordinator of Student Services.

WOMEN'S RESOURCE CENTER

Karin E. Clough, A.B. (Dartmouth), J.D. (Tennessee), Director.

WOMEN'S STUDIES PROGRAM

Anne E. Clifford, B.A., M.L.S. (SUNY–Buffalo), Program Administrator.

WRITING PROJECT

Kathleen A. O'Connor, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director.

OFFICERS OF ADMINISTRATION EMERITI

Martha J. Adams, Assistant Director of Alumni Relations Emerita.

Mary C. Bernier, Director of Development Services Emerita.

Rhoda Zimand Bernstein, A.B. (Middlebury), A.M. (New Mexico), Registrar Emerita.

Kent John Chabotar, B.A. (St. Francis), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer Emeritus.

Robert Melvin Cross, A.B. (Bowdoin), A.M. (Harvard), L.H.D. (Bowdoin), Secretary of the College Emeritus.

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (California–Los Angeles), Director of the Computing Center Emeritus.

John Stanley DeWitt, Supervisor of Mechanical Services Emeritus.

Margaret Edison Dunlop, A.B. (Wellesley), Associate Director of Admissions Emerita.

Robert H. Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton), President of the College Emeritus.

James Packard Granger, B.S. (Boston University), C.P.A., Controller Emeritus.

Orman Hines, Dining Service Purchasing Manager Emeritus.

Helen Buffum Johnson, Registrar Emerita.

John Bright Ladley, B.S. (Pittsburgh), M.L.S. (Carnegie Institute of Technology), Public Services Librarian Emeritus.

Thomas Martin Libby, A.B. (Maine), Associate Treasurer and Business Manager Emeritus.

Elizabeth Kilbride Littlefield, Administrative Assistant to the Dean for Academic Affairs Emerita.

Betty Mathieson Massé, Assistant to the Treasurer Emerita.

Betty Andrews McNary, Assistant Director of Annual Giving Emerita.

Arthur Monke, A.B. (Gustavus Adolphus), M.S. in L.S. (Columbia), Librarian Emeritus.

Walter Henry Moulton, A.B. (Bowdoin), Director of Student Aid Emeritus.

Ann Semansco Pierson, A.B. (Bowdoin), Director of Programs in Teaching and Coordinator of Volunteer Services Emerita.

Judith Coffin Reindl, Administrative Assistant to the Vice President of Finance and Administration Emerita.

David Roberts, A.B. (Bowdoin), Ph.D. (Case Western Reserve), Teaching Associate in Physics Emeritus.

Donna Glee Sciascia, A.B. (Emporia), M.A. in L.S. (Denver), Principal Cataloger Emerita.

Kathryn Drusilla Fielding Stemper, A.B. (Connecticut College), Secretary to the President Emerita.

Doris Charrier Vladimiroff, A.B. (Duke), A.M. (Middlebury), Upward Bound Project Director Emerita.

Harry K. Warren, A.B. (Pennsylvania), Director of the Moulton Union, Director of Career Counseling, and Secretary of the College Emeritus.

Katharine J. Watson, A.B. (Duke), A.M., Ph.D. (Pennsylvania), Director of the Bowdoin College Museum of Art Emerita.

Sidney John Watson, B.S. (Northeastern), Ashmead White Director of Athletics Emeritus.

Barbara MacPhee Wyman, Supervisor of the Service Bureau Emerita.

Alice F. Yanok, Administrative Assistant to the Dean of the College Emerita.

Committees of the College

2002-2003 COMMITTEES OF THE TRUSTEES*

Academic Affairs: Dennis J. Hutchinson, *Chair;* Marijane Benner Browne, Geoffrey Canada, Michael M. Crow, Michele G. Cyr, Peter F. Drake, John A. Gibbons, Jr., Barry Mills, Nancy Bellhouse May, Lisa McElaney; faculty member to be elected from Curriculum and Educational Policy Committee; Patrick B. Burns '03, Jessica P. Koski '05, *alternate;* Craig A. McEwen, *liaison officer.*

Admissions & Financial Aid: Marc B. Garnick, *Chair;* Marijane Benner Browne *(invited),* Michael S. Cary, Gerald C. Chertavian, Michele G. Cyr, Dennis J. Hutchinson, Gregory E. Kerr, Nancy Bellhouse May, Barry Mills, Wanda Fleming Gasperetti, Joan Benoit Samuelson, Steven M. Schwartz, Sheldon M. Stone, David E. Warren; Helen F. Cafferty, *faculty;* Sarah H. Coleman '03, Fé M. Vivas '04, *alternate;* James S. Miller, *liaison officer.*

Audit Committee: Edgar M. Reed, *Chair;* David G. Brown, William E. Chapman II, D. Ellen Shuman, John A. Woodcock, Jr.; S. Catherine Longley and Nigel S. Bearman, *liaison officers.*

Development & College Relations: Peter M. Small, *Chair;* William E. Chapman II, Philip R. Cowen, John A. Gibbons, Jr., Laurie A. Hawkes, William S. Janes, Gregory E. Kerr, James W. MacAllen, Barry Mills, Linda H. Roth, Steven M. Schwartz, Frederick G. P. Thorne, Barry N. Wish; Susan A. Kaplan, *faculty;* Ella Frederiksen Brown, *alumni;* Michael B. Fensterstock '04, Joanie Taylor '03, *alternate;* William A. Torrey, *liaison officer.*

Subcommittee on Planned Giving: William S. Janes, *Chair;* David G. Brown, Marc B. Garnick, Donald R. Kurtz, James W. MacAllen; William A. Torrey and Stephen P. Hyde, *liaison officers.*

Executive: Donald M. Zuckert, *Chair;* Deborah Jensen Barker, David M. Cohen, Marc B. Garnick, Dennis J. Hutchinson, Barry Mills, Edgar M. Reed, D. Ellen Shuman, Peter M. Small, Richard H. Stowe, David E. Warren; subcommittee chairs invited: Tracy J. Burlock, William S. Janes, Michael H. Owens, Barry N. Wish; representatives: Michel J. LePage, *alumni;* Henry C.W. Laurence, *faculty;* Bruce M. MacNeil, *parent;* Jason P. Hafler '04, Edward G. MacKenzie '03, *alternate;* Richard A. Mersereau, *secretary.*

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* *The President of the College is an ex officio member of all standing committees, except the Audit Committee.*

Special By-Laws Review Committee: Tracy J. Burlock, *Chair;* Jane McKay Morrell, D. Ellen Shuman, Peter M. Small, John A. Woodcock, Jr.; Richard A. Mersereau and William A. Torrey, *staff liaisons.*

Facilities & Properties: David E. Warren, *Chair;* Tracy J. Burlock, Philip R. Cowen, David M. Cohen, John A. Gibbons, Jr., William S. Janes, Barry Mills, Jane McKay Morrell, David A. Olsen, Linda H. Roth *(invited),* Lee D. Rowe, Donald B. Snyder; Mark C. Wethli, *faculty;* Colin LeCroy '04, Shannon D. McNevan '05, *alternate;* William A. Torrey, *liaison officer.*

Financial Planning: Deborah Jensen Barker, *Chair;* David G. Brown, Michael M. Crow, Peter F. Drake, Stephen F. Gormley, Barry Mills, Edgar M. Reed, Sheldon M. Stone, Richard H. Stowe, Robert F. White, John A. Woodcock, Jr.; James A. Higginbotham, *faculty;* Patrick L. Vardaro '03, Drew C. Loucks '04, *alternate;* S. Catherine Longley and Nigel S. Bearman, *liaison officers.*

Investment: Richard H. Stowe, *Chair,* Stanley F. Druckenmiller, Stephen F. Gormley, Donald R. Kurtz, James W. MacAllen, Barry Mills, D. Ellen Shuman, Sheldon M. Stone, Frederick G. P. Thorne, Robert F. White; James E. Ward, *faculty;* Paula Volent, *liaison officer.*

Student Affairs: David M. Cohen, *Chair;* Michael S. Cary, Wanda Fleming Gasperetti, Stephen F. Gormley, Alvin D. Hall, Laurie A. Hawkes, Donald R. Kurtz, Barry Mills, David A. Olsen, Joan Benoit Samuelson, Donald B. Snyder, Steven M. Schwartz; Nancy E. Jennings, *faculty;* Bruce M. MacNeil, *parent;* Conor P. Williams '05, Meghan E. MacNeil '03, *alternate;* Craig W. Bradley, *liaison officer.*

Subcommittee on Multicultural Affairs: Michael H. Owens, *Chair;* Deborah Jensen Barker, Marijane L. Benner Browne, Geoffrey Canada, Gerald C. Chertavian, Wanda Fleming Gasperetti, Gregory E. Kerr, Lisa A. McElaney, Lee D. Rowe; Rachel Ex Connelly, *faculty;* Shanique P. Brown '04, Paul Y. Min '03, *alternate;* Craig W. Bradley and Betty Trout-Kelly, *liaison officers.*

Committee on Trustees: D. Ellen Shuman, *Chair;* Tracy J. Burlock, Jane McKay Morrell, Barry Mills, Michael H. Owens, Peter M. Small, Robert F. White, Barry N. Wish; Richard A. Mersereau and William A. Torrey, *liaison officers.*

Subcommittee on Honors: Tracy J. Burlock, *Chair;* Michael S. Cary, Alvin D. Hall, Dennis J. Hutchinson, Barry Mills, Frederick G.P. Thorne; Celeste Goodridge, *faculty;* William A. Torrey, Amy Minton, and John Cross, *liaison officers.*

Additional Service: Alvin D. Hall, Linda H. Roth and Donald M. Zuckert, *trustees,* and David P. Becker, *emeritus,* also serve as members of the Museum of Art Executive Advisory Council. Steven Schwartz, *Chair,* Communications Advisory Committee. Jane McKay Morrell, John A. Woodcock, Jr., Trustee Liaisons to the Young Alumni Leadership Program (YALP).

Staff Liaison to the Trustees: Richard A. Mersereau

Secretary: Anne W. Springer

Assistant Secretary: David R. Treadwell

College Counsel: Peter B. Webster

Faculty Representatives

Executive Committee: Henry C.W. Laurence

Board of Trustees: Henry C.W. Laurence and Madeleine E. Msall

Student Representatives

Executive Committee: Jason P. Hafler '04, Edward G. MacKenzie '03, *alternate*

Board of Trustees: Jason P. Hafler '04, Edward G. MacKenzie '03

Alumni Council Representatives

Executive Committee: Michel J. LePage

Board of Trustees: Michel J. LePage and Ella Frederiksen Brown

Parents Executive Committee

Board of Trustees: Bruce M. MacNeil, P'00, '04

FACULTY COMMITTEES FOR 2002-03

Denis J. Corish, *Faculty Parliamentarian*
Madeleine E. Msall, *Faculty Moderator (fall)*
Lawrence H. Simon, *Faculty Moderator (spring)*
June A. Vail, *Clerk of the Faculty (fall)*
Amy S. Johnson, *Clerk of the Faculty (spring)*

Note: Numbers in parentheses indicate the year in which the current term on an elected committee ends.

Appeals (Reappointment, Promotion and Tenure)

Louisa M. Slowiaczek (03), *Chair;* James A. Higginbotham (03), Nancy E. Jennings (04), Mary K. Hunter (05), Peter M. Coviello (05), Marc J. Hetherington (05).

Appointments, Promotion and Tenure

Jeffrey K. Nagle (04), *Chair;* the Dean for Academic Affairs, John M. Fitzgerald (04), Allen Wells (04), Ann L. Kibbie (03), Marcia A. Weigle (04).

Governance

Lawrence H. Simon (05), *Chair (fall),* Madeleine E. Msall (05) *Chair (spring);* Elizabeth Muther (04), Henry C.W. Laurence (03), Mark O. Battle (04).

Appointed Faculty Committees

Administrative

The President, *Chair;* the Dean of Student Affairs, the Associate/Assistant Dean of Student Affairs, Stephen T. Fisk, Samuel P. Putnam, Marilyn Reizbaum, and Allen L. Springer. Undergraduates: Sara E. Manz '03, Irene A. Pak '03, and Sue J. Kim '05 *(alternate).*

Admissions and Financial Aid

Helen L. Cafferty, *Chair;* the Dean of Admissions, the Dean of Student Affairs, the Director of Student Aid, Eric L. Chown, Marc J. Hetherington, and Davis R. Robinson. Undergraduates: Sarah H. Coleman '03, Fé M. Vivas '04, and Truc T. Huynh '05 *(alternate).*

Curriculum and Educational Policy

The Dean for Academic Affairs, *Chair;* the President, Richard D. Broene, Steven R. Cerf, Guillermo E. Herrera, Matthew G. Killough, Scott MacEachern, and Elizabeth A. Pritchard. Undergraduates: Patrick B. Burns '03, Jessica P. Koski '05, and Anne Barmettler '03 *(alternate).*

Faculty Affairs Committee

William C. VanderWolk, *Chair,* the Dean for Academic Affairs, Lance L.P. Guo, Jennifer C. Kosak, Dale A. Syphers, and Jean M. Yarbrough.

Faculty Resources

John C. Holt, *Chair;* the Associate Dean for Academic Affairs, Joe Bandy, Bruce D. Kohorn, Irene Polinskaya, and Patricia J. Saunders. *Alternate:* Jean M. Yarbrough.

Lectures and Concerts

Susan E. Wegner, *Chair;* the Director of Student Activities, John Lichter, James W. McCalla, Paul E. Schaffner, and Margaret Hanétha Vété-Congolo. *Ex officio*: the Dean of Student Affairs. Undergraduates: Timothy L. Ballenger '05 and Kimberly A. Stevens '05.

Library

Edward P. Laine, *Chair;* the College Librarian, Elena M. Cueto-Asín, Pamela M. Fletcher, Zorina Khan, and Richard E. Morgan. Undergraduates: Amado G. Mendoza '03 and Andrew P. Clark '05.

Off-Campus Study

Enrique Yepes, *Chair;* the Director of Off-Campus Study, Charlotte Daniels, DeWitt John, and Sarah F. McMahon. Undergraduates: Brian E. Calabrese '03 and Jamie C. Rubenstein '03.

Recording

Suzanne B. Lovett, *Chair;* the Dean of Student Affairs, Senior Associate Dean of Student Affairs, Registrar, Associate Registrar, Thomas D. Conlan *(spring)*, Barry A. Logan *(fall)*, Stephen M. Majercik, and David S. Page. Undergraduates: Vito T. Fabiano '04, Elise M. Meoli '03, and Gajan Sivakumaran '03 *(alternate).*

Research Oversight

Barbara S. Held, *Chair;* the Dean for Academic Affairs, Patsy D. Dickinson, Peter D. Lea, Matthew Stuart, Herbert Paris, and Ray S. Youmans, D.V.M.

Student Affairs

The Dean of Student Affairs, *Chair;* the Senior Associate Dean of Student Affairs, the Director of Student Activities, the Director of Athletics, an Assistant Director of Athletics, Paul A. Friedland, Nancy Jennings, Anne E. McBride, and Allen B. Tucker. Undergraduates: Meghan E. MacNeil '03, Eric G. Penley '05, Conor P. Williams '05, and Todd T. Williams '04.

Student Awards

Jonathan P. Goldstein, *Chair;* Denis J. Corish, Page Herrlinger, and Raymond H. Miller.

Teaching

T. Penny Martin, *Chair;* the Associate Dean for Academic Affairs, the Director of the Baldwin Center for Learning and Teaching, Brian R. Linton, Matthew W. Klingle, and John H. Turner. Undergraduates: Jona Kim '04 and Jason M. Long '05.

Interdisciplinary Studies Program Committees

Africana Studies

Randolph Stakeman, *Chair;* Executive to the President for Institutional Diversity and Equity, Daniel Levine, Scott MacEachern, James W. McCalla, Julie L. McGee, Elizabeth Muther, Patrick J. Rael, and Patricia J. Saunders. Undergraduates: all student majors.

Asian Studies

Kidder Smith, *Chair;* Thomas D. Conlan, Sara A. Dickey, Lance Guo, John C. Holt, Henry C.W. Laurence, Takeyoshi Nishiuchi. Undergraduate: one to be appointed.

Biochemistry

David S. Page, *Chair;* Bruce D. Kohorn, Brian Linton, Barry A. Logan, Anne E. McBride, Eric S. Peterson, and William L. Steinhart.

Environmental Studies

DeWitt John, *Chair;* Joe Bandy, Mark O. Battle, Guillermo Herrera, Amy S. Johnson, Matthew W. Klingle, Michael J. Kolster, John Lichter, Lawrence H. Simon, Allen L. Springer, David J.Vail, and Nathaniel T. Wheelwright.

Gay and Lesbian Studies

Celeste Goodridge, *Chair,* Susan E. Bell, Aviva Briefel, Peter M. Coviello, Jennifer C. Kosak, Pamela M. Fletcher, and James W. McCalla. Undergraduates: to be appointed.

Latin American Studies

Allen Wells and Enrique Yepes, *Co-Chairs;* Joe Bandy, Joanna Bosse, Janice A. Jaffe, Leslie C. Shaw, John H. Turner, Susan E. Wegner, and Nathaniel T. Wheelwright.

Neuroscience

Patsy S. Dickinson, *Chair;* Hadley W. Horch, Seth J. Ramus, Louisa M. Slowiaczek, and Richmond R. Thompson.

Women's Studies

Rachel Ex Connelly, *Chair,* Aviva Briefel, Mary K. Hunter, Kristin R. Ghodsee, Jane E. Knox-Voina, T. Penny Martin, Elizabeth A. Pritchard, Jennifer Scanlon, and Patricia A. Welsch *(fall).* Anne Clifford *(ex officio).* Undergraduates: two to be appointed.

GENERAL COLLEGE COMMITTEES

Academic Computing

Patrick Rael, *Chair;* the College Librarian, the CIS Associate Director for Outreach and Service, the Manager of the Educational Technology Task Force, Thomas W. Baumgarte, Dorothea K. Herreiner, Susan A. Kaplan, and Edward P. Laine. Undergraduate: the Chair of the Student Computing Committee.

Benefits Advisory

Senior Vice President for Planning and Administration and Chief Development Officer, *Chair;* Director of Human Resources, Assistant Director of Human Resources, Peter M. Coviello, Barbara C. Harvey, Amy E. Heggie, C. Michael Jones *(fall)*, Cindy M. Stocks, David J. Vail *(spring)*, and Delwin C. Wilson.

Bias Incident Group

The President, *Chair;* the Dean of Student Affairs, an Assistant Dean of Student Affairs, the Director of Security, the Director of the Counseling Service, the Director of Public Affairs, the Assistant to the President, the Director of Facilities Management, Jane E. Knox-Voina, James W. McCalla, and Betty Trout-Kelly. Undergraduates: Cesar A. Aviles '04 and Carla N. Rosser '04.

Bowdoin Administrative Staff Steering Committee

Marianne Jordan and Jon R. Wiley, *Co-Chairs;* Donald V. Borkowski, Stefanie L. Pemper, Mark H. Schmitz, Wil Smith, and Jennifer K. Snow. Ex Officio: Tamara D. Spoerri and the Assistant to the President.

Budget and Financial Priorities

The Treasurer, *Chair;* the Dean for Academic Affairs, the Dean of Student Affairs, the Senior Vice President for Planning and Administration and Chief Development Officer, Rachel J. Beane, Gregory P. DeCoster, James A. Higginbotham, C. Michael Jones, Suzanne Bergeron, and Denise Trimmer. Undergraduates: Drew C. Loucks '04 and Patrick L. Vardaro '03.

Campus Safety

Susan F. Daignault, *Chair;* Cindy Bessmer, Timothy M. Carr, Karen J. Cook, Donald W. Crane, Tricia Gipson, Steven E. Keller, Patricia E. Leask, Pauline C. Mathieu, Charles E. Osolin, Deborah A. Puhl, Melanie M. Race, Georgette Sisto, and Dawn Toth.

Chemical Hygiene

Director of Environmental Health and Safety (Chemical Hygiene Officer), the Assistant Director for Facilities Services, the Director of Facilities Management, Science Center Manager, the director of biology laboratories, the director of chemistry laboratories, the Environmental Studies Program director, Edward P. Laine (Geology), Brian R. Linton (Chemistry), Madeleine E. Msall (Physics), and Mark Wethli (Art).

The Grievance Committee for Student Complaints of Sex Discrimination or Discrimination on the Basis of Physical or Mental Handicap

The Dean for Academic Affairs, *Chair;* Barbara S. Held, Jane E. Knox-Voina, Daniel Levine, Allen L. Springer. Undergraduates: Gregory S. Bangser '04, Michael B. Chan '05, Vinay Kashyap '05 and Mark T. Lucci '04.

Honor Code/J-Board

Aviva J. Briefel and Randolph Stakeman. Alternates: Calvin C. Moore, Arielle Saiber *(fall)*, and David K. Garnick *(spring)*.

Information Technology

The Dean for Academic Affairs and the Senior Vice President for Finance, Administration and Treasurer, *Co-Chairs;* the Director of CIS; the Librarian; the Educational Technology Manager; and the chairs of the Academic Computing, Administrative Computing, and Student Computing Committees, and the Web Policy Group.

Museum of Art Advisory

Director of the Museum of Art, *Chair;* the Dean for Academic Affairs, the Director of the Art History Program, the Director of the Visual Arts Program, Susan E. Bell, Stephen G. Perkinson, David P. Becker, Alvin Hall, Linda H. Roth, and Donald M. Zuckert, Undergraduates: Meredith M. Harris '05 and Eileen F. Schneider '04.

Oversight Committee on Multicultural Affairs

Rachel Ex Connelly, *Chair;* the Treasurer, *Vice Chair;* the Dean for Academic Affairs, the Dean of Student Affairs, the Executive to the President for Diversity and Equity, Linda J. Docherty, Takeyoshi Nishiuchi, and one support staff member to be appointed. Undergraduates: Shanique P. Brown '04 and Paul Y. Min '03.

Oversight Committee on the Status of Women

Faculty: Elizabeth A. Stemmler, *Chair;* William Barker, and Julie L. McGee *(alternate).* Administrative Staff: Lawrence G. O'Toole, Kellie Bearman, and one alternate to be appointed. Support Staff: Tammis D. Lareau, Chuyon Ferns, and one alternate to be appointed. Undergraduates: Eleanor Doig '03, Eider A. Gordillo '04 and Maureen E. Guiney '04 *(alternate). Ex officio:* The Director of the Women's Resource Center and the Executive to the President for Diversity and Equity.

Professional Development Committee

Tamara D. Spoerri, *Coordinator;* Ian Graham, Marianne Jordan, Dodie Martinson, and Richard A. Mersereau. Two administrative staff members and one support staff member to be appointed.

Radiation Safety

The Director of Environmental Health and Safety, Mark O. Battle, Bruce Kohorn, Peter D. Lea, Brian R. Linton, and Anne McBride. Staff: Judith Foster (Chemistry).

Sexual Misconduct Board

Susan L. Tananbaum, *Chair;* Takeyoshi Nishiuchi and designate of the Dean of Student Affairs. Administrative Staff: Mike Brown and Stefanie Pemper. Two support staff to be appointed. Undergraduates: Beth M. Ford '03, Rosa E. Inniss '04, and Jason B. Slocum '05.

Support Staff Advocacy Committee

Amy L. Donahue and Murray R. Litchfield, *Co-Chairs;* Lorica A. Cummings, Susan W. Dye, Sharon King, Sara G. Lewis, Patricia A. Myshrall and two to be appointed. *Ex officio:* Tamara D. Spoerri.

Workplace Advisors

John D. Cullen, Adam B. Levy *(fall)*, Lou MacNeill, Leanne N. Pander, Donna M. Trout and Doris White.

TRUSTEE COMMITTEES

Faculty, Student, Alumni, and Parent Representatives

Trustees

Henry C. W. Laurence and Madeleine E. Msall. Undergraduates: two to be appointed. Alumni Council: Ella Frederiksen Brown '84 and Michel J. LePage '78. Parents Executive Committee: Bruce M. MacNeil.

Academic Affairs

Faculty member to be elected from Curriculum and Educational Policy Committee. Undergraduates: Patrick B. Burns '03 and Jessica P. Koski '05 *(alternate).*

Admissions and Financial Aid

Helen L. Cafferty. Undergraduates: Sarah H. Coleman '03 and Fé M. Vivas '04 *(alternate).*

Development and College Relations

Susan A. Kaplan. Alumni Council: Ella Frederiksen Brown '84. Undergraduates: Michael B. Fensterstock '04 and Joanie Taylor '03 *(alternate).*

Executive

Henry C. W. Laurence. Alumni Council: Michel J. LePage '78. Undergraduate: Jason P. Hafler '04 and Edward G. MacKenzie '03 *(alternate).*

Facilities and Properties

Mark C. Wethli. Undergraduates: Colin LeCroy '04 and Shannon D. McNevan '05 *(alternate).*

Financial Planning

James Higginbotham. Undergraduates: Patrick L. Vardaro '03 and Drew C. Loucks '04 *(alternate).*

Investment

James E. Ward.

Student Affairs

Nancy Jennings. Undergraduates: Conor P. Williams '05 and Meghan E. MacNeil '03 *(alternate).*

Subcommittee on Multicultural Affairs:

Rachel Ex Connelly. Undergraduates: Shanique P. Brown '04 and Paul Y. Min '03 *(alternate).*

Subcommittee on Honors (subcommittee of the Committee on Trustees)

Celeste Goodridge.

Bowdoin College Alumni Council

2002–2003

Michel J. LePage, A.B. (Bowdoin), President. Term expires 2004.

Fawn B. Baird, A.B. (Bowdoin), M.B.A. (Rutgers). Term expires 2004.

Barry P. Barbash, A.B. (Bowdoin), J.D. (Cornell). Term expires 2005.

Paul A. Batista, A.B. (Bowdoin), J.D. (Cornell). Term expires 2006.

Mark W. Bayer, A.B. (Bowdoin), J.D. (Columbia). Term expires 2003

Lawrence C. Bickford, A.B. (Bowdoin). Term expires 2006.

Ella Frederiksen Brown, A.B. (Bowdoin). J.D. (Virginia). Term expires 2003.

Hillary M. Bush, A.B. (Bowdoin), M.S. (Vermont). Term expires 2005.

Cheryl M. Coffin, A.B. (Bowdoin),M.D. (Vermont). Term expires 2006.

Nancy E. Collins, A.B. (Bowdoin). Term expires 2005.

William Y. Christie, Jr., A.B. (Bowdoin), J.D. (Boston College). Term expires 2004.

Thomas J. Costin, A.B. (Bowdoin), M.P.A. (Harvard). Term expires 2004.

Frederic Dalldorf, A.B. (Bowdoin), M.D. (Cornell). Term expires 2006.

Ann Price Davis, A.B. (Bowdoin), M.A. (Louisville). Term expires 2003.

Jeff D. Emerson, A.B. (Bowdoin), M.S.T.M. (American). Term expires 2004.

Benson Ford, A.B. (Bowdoin), L.L.B. (Cornell). Term expires 2005.

Chester E. Homer, Jr., A.B. (Bowdoin). Term expires 2004.

Robert J. Kemp, A.B. (Bowdoin), M.B.A. (Harvard). Term expires 2003.

Anne Hambleton Kenyon, A.B. (Bowdoin). Term expires 2006.

Katherine S. LaPine, A.B. (Bowdoin), M.B.A. (Boston University). Term expires 2006.

Sean M. Marsh, A.B. (Bowdoin). Term expires 2004.

Henry T. Moniz, A.B. (Bowdoin), J.D. (Pennsylvania). Term expires 2005.

David A. Morales, A.B. (Bowdoin). Term expires 2006.

John J. Murphy, A.B. (Bowdoin), M.B.A. (Lehigh). Term expires 2005.

Tamara A. Nikuradse, A.B. (Bowdoin), M.B.A. (Harvard). Term expires 2003.

Jennifer Dunn Page, A.B. (Bowdoin). Term expires 2006.

John Papacosma, A.B. (Bowdoin), M.A. (New York University). Term expires 2005.

Steven J. Rose, A.B. (Bowdoin), M.D. (Rochester). Term expires 2004.

Joel B. Sherman, A.B. (Bowdoin), J.D. (New York). Term expires 2003.

Christopher O. Sims, A.B. (Bowdoin). Term expires 2005.

Peter S. Smith, A.B. (Bowdoin), J.D. (Cornell). Term expires 2004.

Michael T. Townsend, A.B. (Bowdoin). Term expires 2003.

Sara Wasinger True, A.B. (Bowdoin). Term expires 2003.

Anna Glass van Huystee, A.B. (Bowdoin). Term expires 2005.

Laurie Apt Williamson, A.B. (Bowdoin), J.D. (Maine). Term expires 2004.

Staff Representatives:

William A. Torrey, A.B., M.S.Ed. (Bucknell). Senior Vice President for Planning and Administration and Chief Development Officer.

Susan J. Lyons, A.B. (Bowdoin). Director of Annual Giving.

Kevin P. Wesley, A.B. (Bowdoin). Director of Alumni Relations and Secretary/Treasurer.

Faculty Representative: John H. Turner, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard). Term expires 2003.

Student Representatives: To be determined.

APPENDIX I
Prizes and Distinctions

Awards listed in the Catalogue are endowed prizes and distinctions. There are also a number of fellowships, national awards, and prizes that are given annually or frequently to students who meet the criteria for distinction. Each year, awards received are listed in the Commencement Program, the Sarah and James Bowdoin Day Program, and the Honors Day Program.

The Bowdoin Prize: This fund was established as a memorial to William John Curtis 1875, LL.D. '13, by his wife and children. The prize, four-fifths of the total income not to exceed $10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 2000. The recipients in 1990 were Professors Dana W. Mayo and Samuel S. Butcher. The recipient of the award in 1995 was Senator George J. Mitchell '54. In Fall 2000, the award was presented to Secretary of Defense William S. Cohen '62.

The Preservation of Freedom Fund: Gordon S. Hargraves '19 established this fund to stimulate understanding and appreciation of the rights and freedoms of the individual, guaranteed under the Constitution of the United States. The prize is to be awarded to a student, member of the faculty, or group of Bowdoin alumni making an outstanding contribution to the understanding and advancement of human freedoms and the duty of the individual to protect and strengthen these freedoms at all times. (1988)

The first award was made in 1988 to William B. Whiteside, Frank Munsey Professor of History Emeritus. The most recent recipient of the award, in 1997, was Howard H. Dana, Jr '62, an associate justice of the Maine Supreme Court and founding member of the Maine Volunteer Lawyers Project.

The Common Good Award: Established on the occasion of the Bicentennial, the Common Good Award honors those alumni who have demonstrated an extraordinary, profound, and sustained commitment to the common good, in the interest of society, with conspicuous disregard for personal gain in wealth or status. Seven Common Good Awards were presented during the bicentennial year and one or two awards are presented each year at Reunion Convocation.

PRIZES IN GENERAL SCHOLARSHIP

Abraxas Award: An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their first year. This award was established by the Abraxas Society. (1915)

Sarah and James Bowdoin Scholars (Dean's List): Sarah and James Bowdoin Day accords recognition to undergraduates who have distinguished themselves in scholarship. Originally named in honor of the earliest patron of the College, James Bowdoin III, and instituted in 1941, the day now also honors James Bowdoin's wife, Sarah Bowdoin Dearborn, for her interest in and contributions to the College. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective credit/fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken credit/fail, but only one credit may be for a course(s) the student chose to take credit/fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 32.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who earned a GPA of 4.00.

Brooks-Nixon Prize Fund: The annual income of a fund established by Percy Willis Brooks 1890 and Mary Marshall Brooks is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Dorothy Haythorn Collins Award: This award, given by Dorothy Haythorn Collins and her family to the Society of Bowdoin Women, is used to honor a student "who has achieved academic and general excellence in his or her chosen major" at the end of the junior year. Each year the society selects a department from the sciences, social studies, or humanities. The selected department chooses a student to honor by purchasing books and placing them with a nameplate in the department library. The student also receives a book and certificate of merit. (1985)

Almon Goodwin Phi Beta Kappa Prize Fund: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin 1862. The annual income is awarded to a member of Phi Beta Kappa chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: This fund was bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Phi Beta Kappa: The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. Election is based primarily on scholarly achievement, and consideration is given to the student's entire college record. Students who have studied away are expected to have a total academic record, as well as a Bowdoin record, that meets the standards for election. Nominations are made three times a year, usually in September, February, and May. The total number of students selected in any year does not normally exceed ten percent of the number graduating in May. Students elected to Phi Beta Kappa are expected to be persons of integrity and good moral character. Candidates must have completed at least twenty-four semester courses of college work, including at least sixteen courses at Bowdoin.

Leonard A. Pierce Memorial Prize: This prize, established by friends and associates of Leonard A. Pierce '05, A.M. H'30, LL.D. '55, is awarded annually to that member of the graduating class who is continuing his or her education in an accredited law school and who attained the highest scholastic average during his or her years in college. It is paid to the recipient upon enrollment in law school. (1960)

COMMENCEMENT PRIZES

DeAlva Stanwood Alexander Prize: Established by DeAlva Stanwood Alexander 1870, A.M. 1873, LL.D. '07, this fund furnishes two prizes for excellence in select declamation. (1906)

Class of 1868 Prize: Contributed by the Class of 1868, this prize is awarded for a written and spoken oration by a member of the senior class. (1868)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, the prize is awarded for a written or oral presentation at Commencement. (1882)

DEPARTMENTAL PRIZES

Africana Studies

Lennox Foundation Book Prize: This fund was established by the Lennox Foundation and Jeffrey C. Norris '86. An appropriate book is awarded to a student graduating in Africana Studies. (1990)

Art

Anne Bartlett Lewis Memorial Fund: This fund was established by Anne Bartlett Lewis's husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. The annual income of the fund is used for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. (1981)

Art History Junior-Year Prize: This prize, funded annually by a donor wishing to remain anonymous, is awarded to a student judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

Art History Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded to a graduating senior judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1982)

Richard P. Martel, Jr., Memorial Fund: A prize is awarded annually to the Bowdoin undergraduate who, in the judgment of the studio art faculty, is deemed to have produced the most creative, perceptive, proficient, and visually appealing art work exhibited at the College during the academic year. (1990)

Biology

Copeland-Gross Biology Prize: This prize, named in honor of Manton Copeland and Alfred Otto Gross, Sc.D. '52, both former Josiah Little Professors of Natural Science, is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Donald and Harriet S. Macomber Prize in Biology: This fund was established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family, David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, Steven J. Zottoli '69, and Michael C. Macomber '73. The income of the fund is to be awarded annually as a prize to the outstanding student in the Department of Biology. If, in the opinion of the department, in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

James Malcolm Moulton Prize in Biology: This fund was established by former students and other friends in honor of James Malcolm Moulton, former George Lincoln Skolfield, Jr., Professor of Biology, to provide a book prize to be awarded annually to the outstanding junior majoring in biology, as judged by scholarship and interest in biology. At the discretion of the Department of Biology, this award may be made to more than one student or to none in a given year. (1984)

Chemistry

Philip Weston Meserve Fund: This prize was established in memory of Professor Philip Weston Meserve '11, "to be used preferably to stimulate interest in Chemistry." (1941)

William Campbell Root Award: This prize recognizes a senior chemistry major who has provided service and support to chemistry at Bowdoin beyond the normal academic program.

Classics

Hannibal Hamlin Emery Latin Prize: This prize, established in honor of her uncle, Hannibal Hamlin Emery 1874, by Persis E. Mason, is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Nathan Goold Prize: This prize, established by Abba Goold Woolson, of Portland, in memory of her grandfather, is awarded to that member of the senior class who has, throughout the college course, attained the highest standing in Greek and Latin studies. (1922)

J. B. Sewall Greek Prize: This prize, given by Jotham Bradbury Sewall 1848, S.T.D. '02, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

J. B. Sewall Latin Prize: This prize, also given by Professor Sewall, is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

Computer Science

Computer Science Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded annually in the fall to a senior judged by the Department of Computer Science to have achieved the highest distinction in the major program in computer science.

Economics

Paul H. Douglas Prize: This prize, awarded by the Department of Economics each spring in honor of Paul H. Douglas '13, a respected labor economist and United States Senator, recognizes a junior who shows outstanding promise in scholarship in economics.

Noyes Political Economy Prize: This prize, established by Crosby Stuart Noyes, A.M. H1887, is awarded to the best scholar in political economy. (1897)

English

Philip Henry Brown Prizes: Two prizes from the annual income of a fund established by Philip Greely Brown 1877, A.M. 1892, in memory of Philip Henry Brown 1851, A.M. 1854, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

Hawthorne Prize: The income of a fund given in memory of Robert Peter Tristram Coffin '15, Litt.D. '30, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. '04, is awarded each year to the author of the best short story. This competition is open to members of the sophomore, junior, and senior classes. (1903)

Nathalie Walker Llewellyn Commencement Poetry Prize: This prize, established by and named for the widow of Dr. Paul Andrew Walker '31, is awarded to the Bowdoin student who, in the opinion of the Department of English, shall have submitted the best work of original poetry. The prize may take the form of an engraved medal, an appropriate book, or a cash award. (1990)

Stanley Plummer Prizes: The annual income of a fund established by Stanley Plummer 1867 is awarded to the two outstanding students in English first-year seminars. First and second prizes are awarded in a two-to-one ratio. (1919)

Poetry Prize: The annual income of a fund established by Gian Raoul d'Este-Palmieri II '26 is given each semester for the best poem written by an undergraduate. (1926)

Pray English Prize: A prize given by Dr. Thomas Jefferson Worcester Pray 1844 is awarded to the best scholar in English literature and original English composition. (1889)

Forbes Rickard, Jr., Poetry Prize: A prize, given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr. '17, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

David Sewall Premium: This prize is awarded to a member of the first-year class for excellence in English composition. (1795)

Mary B. Sinkinson Short Story Prize: A prize, established by John Hudson Sinkinson '02 in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Bertram Louis Smith, Jr., Prize: The annual income of a fund established by his father in memory of Bertram Louis Smith, Jr. of the Class of 1903, to encourage excellence of work in English literature is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, the prize is given to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

Geology

Arthur M. Hussey II Prize in Geology: This prize, established by his colleagues in honor of Arthur M. Hussey II, Professor of Geology, is awarded annually for an outstanding research project by a senior majoring in Geology, with preference for field projects undertaken in Maine. The award recognizes Professor Hussey's lasting contributions to the Geology Department, notably his ability to inspire students through geological field work. (2000)

German

The German Consular Prize in Literary Interpretation: This prize was initiated by the German Consulate, from whom the winner receives a certificate of merit and a book prize, in addition to a small financial prize to be awarded from the income of the fund. The prize is awarded annually to the senior German major who wins a competition requiring superior skills in literary interpretation. (1986)

The Old Broad Bay Prizes in Reading German: The income from a fund given by Jasper J. Stahl '09, Litt.D. '60, and by others is awarded to students who, in the judgment of the department, have profited especially from their instruction in German. The fund was established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, now Waldoboro. (1964)

Government and Legal Studies

Philo Sherman Bennett Prize Fund: This fund was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to seniors. (1905)

Jefferson Davis Award: A prize consisting of the annual income of a fund is awarded to the student excelling in constitutional law or government. (1973)

History

Dr. Samuel and Rose A. Bernstein Prize for Excellence in the Study of European History: This prize, given by Roger K. Berle '64, is awarded annually to that student who has achieved excellence in the study of European history. (1989)

James E. Bland History Prize: The income of a fund established by colleagues and friends of James E. Bland, a member of Bowdoin's Department of History from 1969 to 1974, is awarded to the Bowdoin undergraduate, chosen by the history department, who has presented the best history honors project not recognized by any other prize at the College. (1989)

Class of 1875 Prize in American History: A prize established by William John Curtis 1875, LL.D. '13, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Sherman David Spector of the Class of 1950 Award in History: Established by Sherman David Spector '50, this award is made to a graduating senior history major who has attained the highest cumulative average in his/her history courses, or to the highest-ranking senior engaged in writing an honors paper or a research essay in history. (1995)

Mathematics

Edward Sanford Hammond Mathematics Prize: A book is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Smyth Mathematical Prize: This prize, established by Henry Jewett Furber 1861 in honor of Professor William Smyth, is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics, which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him or her in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

Music

Sue Winchell Burnett Music Prize: This prize, established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett, is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Neuroscience

Munno Neuroscience Prize: This prize, established by David W. Munno '99, is awarded for excellence in research by a student majoring in neuroscience. (2000)

Philosophy

Philip W. Cummings Philosophy Prize: This prize, established by Gerard L. Dube '55 in memory of his friend and classmate, is awarded to the most deserving student in the Department of Philosophy. (1984)

Physics

Edwin Herbert Hall Prize in Physics Fund: The annual income of this fund, named in honor of Edwin Herbert Hall 1875, A.M. 1878, LL.D. '05, the discoverer of the Hall effect, is awarded each year to the best sophomore scholar in the field of physics. (1953)

Noel C. Little Prize in Experimental Physics: This prize, named in honor of Noel C. Little '17, Sc.D. '67, professor of physics and Josiah Little Professor of Natural Science, is awarded to a graduating senior who has distinguished himself or herself in experimental physics. (1968)

Psychology

Frederic Peter Amstutz Memorial Prize Fund: This prize, established in memory of Frederic Peter Amstutz '85 by members of his family, is awarded to a graduating senior who has achieved distinction as a psychology major. (1986)

Religion

Edgar Oakes Achorn Prize Fund: The income of a fund established by Edgar Oakes Achorn 1881 is awarded as a prize for the best essay written by a member of the second- or first-year classes in Religion 101. (1932)

Lea Ruth Thumim Biblical Literature Prize: This prize, established by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Romance Languages

Philip C. Bradley Spanish Prize: This prize, established by classmates and friends in memory of Philip C. Bradley '66, is awarded to outstanding students in Spanish language and literature. (1982)

Goodwin French Prize: This prize, established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, is awarded to the best scholar in French. (1890)

Eaton Leith French Prize: The annual income of a fund, established by James M. Fawcett III '58 in honor of Eaton Leith, professor of Romance languages, is awarded to that member of the sophomore or junior class who, by his or her proficiency and scholarship, achieves outstanding results in the study of French literature. (1962)

Charles Harold Livingston Honors Prize in French: This prize, established by former students and friends of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement, is awarded to encourage independent scholarship in the form of honors theses in French. (1956)

Science

Sumner Increase Kimball Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Sociology and Anthropology

Matilda White Riley Prize in Sociology and Anthropology: This prize, established through a gift from distinguished sociologist John W. Riley '30, Sc.D. '72, honors Matilda White Riley, Sc.D. '72, Daniel B. Fayerweather Professor of Political Economy and Sociology Emerita, who established the joint Department of Sociology and Anthropology and a tradition of teaching through sociological research. It is awarded for an outstanding research project by a major. (1987)

Elbridge Sibley Sociology Prize Fund: Established by Milton M. Gordon '39, the prize is awarded to the member of the senior class majoring in sociology or anthropology who has the highest general scholastic average in the class at the midpoint of each academic year. (1989)

Theater and Dance

Bowdoin Dance Group Award: An appropriate, inscribed dance memento is awarded annually to an outstanding senior for contributions of dedicated work, good will, and talent, over the course of his or her Bowdoin career, in the lively, imaginative spirit of the Class of 1975, the first graduating class of Bowdoin dancers. (1988)

Abraham Goldberg Prize: Established by Abraham Goldberg, this prize is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Alice Merrill Mitchell Prize: This prize, established by Wilmot Brookings Mitchell 1890, A.M. '07, L.H.D. '38, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

William H. Moody '56 Award: Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students, this award is presented annually, if applicable, to one or more sophomores, juniors, or seniors having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, this award is presented annually to one or more first-year members of Masque and Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. (1967)

Scholarship Award for Summer Study in Dance: A monetary award toward tuition costs at an accredited summer program of study in dance is given to a first-year student with demonstrated motivation and exceptional promise in dance technique or choreography, whose future work in dance, upon return, will enrich the Bowdoin program. (1988)

UNDERGRADUATE RESEARCH ASSISTANCE

In addition to the Bowdoin-based fellowships described below, students have the opportunity to be nominated for selection for a number of national research grants. Further information on undergraduate and graduate research grants and fellowships is available in the Office of the Dean of Student Affairs.

James Stacy Coles Undergraduate Research Fellowship and Summer Fellowship Fund (1997): Established by gifts of family members and friends as a memorial to James Stacy

Coles, the fund supports the activity of students engaged directly in serious scientific research. Fellowships are awarded annually to highly qualified students by the President of the College. The funds are used by students for substantial participation in a scientific research project under the direction of a faculty member who is independently interested in the area under study. While the name of the project differs from discipline to discipline, all projects give students first-hand experience with productive scholarly scientific research. Awards are made on the basis of the candidate's academic record, particular interests and competence, the availability of an appropriate research project, and a faculty member's recommendation.

Martha Reed Coles Undergraduate Research Fellowship Fund (2000): Established in honor of Martha Reed Coles, by members of her family. As the first lady of Bowdoin College from 1952 to 1967, she took an active and vital interest in every phase of life at the College. The pleasure she received from her interaction with Bowdoin's students and her appreciation of their youthful energy, intellect, achievements, and promise inspired her children to establish the fund. Income from this fund supports students engaged in scholarly research in the arts or humanities.

Henry L. and Grace Doherty Charitable Foundation Coastal Studies Research Awards: Doherty Fellowships are awarded to students to support substantial participation in a scientific research project by a student under the direction of a faculty member who is independently interested in the subject under study. Fellowships are awarded for summer research projects in marine and coastal studies.

Freeman Fellowships for Student Research in Asia (1998): Awarded to Bowdoin students to encourage travel and research in Asia, these fellowships are intended to increase understanding and awareness of Asia among students majoring in any academic discipline by supporting research or study projects in Asia resulting in the award of academic credit. Fellowships may be taken during the summer months, between semesters, or to extend study away experiences. Fellowships may also be used to support credit-bearing summer language training in Asia. Fellowships may not be used for study away programs during the academic year. These fellowships are made possible by a generous grant from the Freeman Foundation.

Students are expected to develop proposals in consultation with a faculty mentor. Because Freeman Fellowships are intended to encourage scholarly work of academic value, projects should result in work that will earn course credit toward the Bowdoin degree, typically by means of an independent study or honors project or language study.

Recipients are chosen on the basis of the quality, coherence, and feasibility of the project described in the narrative proposal and the project's relevance to the student's educational plans. Applications are reviewed by a faculty committee, once in the fall, and once in the spring.

Students awarded fellowships will be expected to write a 1-3 page report that will be circulated to the faculty on the Freeman Committee and included in the institution's annual report to the Freeman Foundation.

Gibbons Summer Research Internships: The Gibbons internships, established in 2001 through the gift of John A. Gibbons, Jr. '64, provide grants for student summer research, especially for projects that use technology to explore interdisciplinary areas and to develop fresh approaches to the study of complex problems that extend beyond the traditional academic calendar.

Alfred O. Gross Fund: This fund, established by Alfred Otto Gross, Sc.D. '52, Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology.

Howard Hughes Medical Institute Summer Fellowships: The Howard Hughes Medical Institute Summer Fellowships provide funding for interdisciplinary undergraduate research, particularly in biochemistry and neuroscience, and for student research in marine biology and other biological field studies conducted at Bowdoin's Coastal Studies Center on Orrs Island.

Fritz C. A. Koelln Research Fund: This fund was established in 1972 by John A. Gibbons, Jr. '64, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages, who was an active member of the Bowdoin faculty from 1929 until 1971. The income from the fund may be awarded annually to a faculty-student research team to support exploration of a topic which surmounts traditional disciplinary boundaries. The purpose of the fund is to encourage broad, essentially humanistic inquiry, and should be awarded with preference given to worthy projects founded at least in part in the humanities.

Edward E. Langbein, Sr., Summer Research Grant: An annual gift of the Langbein family is awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed toward their major field or lifework. The grant is named in memory of a former president and secretary of the Bowdoin Fathers Association.

The Logan Environmental Studies Internship: Established in 2002 by Peter B. Logan '75 to provide support for a deserving student who is interested in pursuing a summer internship with one of the Maine environmental organizations that are working with Bowdoin to provide these practical opportunities in the field.

Mellon Minority Undergraduate Fellowships: The Mellon program provides two-year fellowships to undergraduate students of color who are interested in pursuing a Ph.D. and are considering a career in teaching at the college level. Students work with a faculty mentor. The grant provides funds for summer research and other expenses during the academic year.

National Conferences on Undergraduate Research (NCUR), Alice and Leslie E. Lancy Foundation Fellowships: Awarded to Bowdoin students to fund research projects in several disciplines, the Lancy fellowships are intended to support a vigorous student-faculty research program based on Bowdoin's coastal Maine environment. Up to twelve students, to be known as Lancy Scholars, receive summer research fellowships for projects in the humanities, social sciences, and terrestrial or marine sciences. It is expected that scholars' projects will be presented at a symposium and may result in extended research and honors thesis projects.

Physics Summer Research Internships: The physics fellowships support substantial participation in a scientific research project by students independently interested in the area under study, under the direction of a faculty member. The research projects are intended to give students firsthand experience with productive scholarly scientific research.

Public Interest Career Fund Fellowships: A generous gift from an anonymous donor has provided the College with funds to support students committed to enhancing social justice by serving the needs of the underserved and disadvantaged through policy making, direct service, or community organizing. The Public Interest Career Fund Summer Fellowship Program was established in 1996 to encourage students to intern for U.S.-based social services agencies, legal services, humanitarian organizations, and public education during the summer, with the hope that they will, as undergraduates, begin to build a foundation for future career development in these areas.

Rusack Coastal Studies Fellowships: The Rusack Coastal Studies fellowships, provided through the generous gift of Geoffrey C. Rusack '78 and Alison Wrigley Rusack, are open to students in the humanities, social sciences, and natural sciences involved in projects that bring new insight and understanding to coastal studies. The fund promotes and facilitates student and faculty disciplinary and interdisciplinary study projects at Bowdoin's Coastal Studies Center, the surrounding coastal areas, and Casco Bay.

Surdna Foundation Undergraduate Research Fellowship Program: An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship Program in recognition of two gifts of the Surdna Foundation. The income from a fund, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the summer or for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his or her particular interests and competence, and the availability at the College of a research project commensurate with his or her talents and training. Acceptance of a Surdna Fellowship does not preclude working for honors, and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

AWARDS IN ATHLETICS

Leslie A. Claff Track Trophy: This trophy, presented by Leslie A. Claff '26, is awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the dean, the director of athletics, and the track coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Hannah W. Core '97 Memorial Award: Given to a member of the women's hockey team who best represents the enthusiasm, hard work, and commitment for which Hannah will be remembered. (1996)

Annie L. E. Dane Trophy: Named in memory of the wife of Francis S. Dane 1896 and mother of Nathan Dane II '37, Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

Francis S. Dane Baseball Trophy: This trophy, presented to the College by friends and members of the family of Francis S. Dane 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the dean of student life, the director of athletics, and the coach of baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

William J. Fraser Basketball Trophy: This trophy, presented by Harry G. Shulman, A.M. H'71, in memory of William J. Fraser '54, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the director of athletics, and the dean of student affairs. (1969)

Winslow R. Howland Football Trophy: This trophy, presented to the College by his friends in memory of Winslow R. Howland '29, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Elmer Longley Hutchinson Cup: This cup, given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson '35, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

J. Scott Kelnberger Memorial Ski Trophy: The trophy is presented by the family and friends in honor and memory of J. Scott Kelnberger '83. (1985)

Samuel A. Ladd Tennis Trophy: This trophy, presented by Samuel Appleton Ladd, Jr. '29, and Samuel Appleton Ladd III '63, is awarded to a member of the varsity team who, by his sportsmanship, cooperative spirit, and character, has done the most for tennis at Bowdoin during the year. The award winner's name is inscribed on the trophy. (1969)

Mortimer F. LaPointe Lacrosse Award: This award, given in honor of Coach Mortimer F. LaPointe's 21 seasons as coach of men's lacrosse by his alumni players, is presented to one player on the varsity team, who, through his aggressive spirit, love of the game, and positive attitude, has helped build a stronger team. The coach will make the final selection after consultation with the captains and the dean of students. (1991)

George Levine Memorial Soccer Trophy: This trophy, presented by Lt. Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

The Maine Track Officials' Trophy: This trophy is given annually by the friends of Bowdoin track and field to that member of the women's team who has demonstrated outstanding qualities of loyalty, sportsmanship, and character during her athletic career at Bowdoin. The recipient of the award is chosen by a vote of the head track coaches and the men's and women's track team. (1989)

Robert B. Miller Trophy: This trophy, given by former Bowdoin swimmers in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Major Andrew Morin Trophy: This trophy, endowed by long-time track official Andrew Morin, is given annually to the most dedicated long- or triple-jumper on the men's or women's track team. The winner is selected by a committee of track coaches and track officials. (1989)

Hugh Munro, Jr., Memorial Trophy: This trophy, given by his family in memory of Hugh Munro, Jr. '41, who lost his life in the service of his country, is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D. '43, dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

John "Jack" Page Coaches Award: Established as a memorial to John Page of South Harpswell, Maine, through the bequest of his wife, Elizabeth Page, this award is to be presented annually to the individual who, in the opinion of the coaching staff, has distinguished himself through achievement, leadership, and outstanding contributions to the hockey program, the College, and community. (1993)

Wallace C. Philoon Trophy: Given by Maj. Gen. Wallace Copeland Philoon, USA, '05, M.S. '44, this trophy is awarded each year to a non-letter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

Christian P. Potholm II Soccer Award: Given to the College by Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, and Sandra Q. Potholm, this fund supports annual awards to the male and female scholar/athlete whose hard work and dedication have been an inspiration to the Bowdoin soccer program. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Sandra Quinlan Potholm Swimming Trophy: Established by Sandra Quinlan Potholm and Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, this prize is awarded annually to the male and female members of the Bowdoin swimming teams who have done the most for team morale, cohesion, and happiness. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Evelyn Pyun Award: Established in memory of Evelyn Pyun '02, the award is presented annually for outstanding dedication and loyalty to the women's cross-country team. The award honors the qualities of persistence, generosity, and enthusiasm that Evey brought to Bowdoin cross-country. (2000)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon '50, is presented annually to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Reid Squash Trophy: Established by William K. Simonton '43, this trophy is awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team, the director of athletics, and the dean of student affairs. (1975)

Colonel Edward A. Ryan Award: Given by friends and family of Colonel Ryan, longtime starter at the College track meets, this award is presented annually to that member of the women's track and field team who has distinguished herself through outstanding achievement and leadership during her four-year athletic career at Bowdoin. (1989)

Peter Schuh Memorial Award: This trophy is presented to the most valuable player in the annual Bowdoin-Colby men's ice hockey game. (1995)

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient is elected by a vote of the coach, the director of athletics, and the dean of student affairs. (1969)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. H'71, in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. The recipient is selected by the director of athletics and the dean of student affairs. (1975)

Society of Bowdoin Women Athletic Award: This award is presented to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics and the dean of student affairs. (1978)

Frederick G. P. Thorne Award: This award is presented to the male student athlete who has most demonstrated the qualities of leadership both in the athletic arena and outside it. (1999)

Ellen Tiemer Women's Lacrosse Trophy: This trophy, donated to the women's lacrosse program from funds given in memory of Ellen Tiemer's husband, Paul Tiemer '28, who died in 1988, is to be awarded annually "to a senior or junior woman who is judged to have brought the most credit to Bowdoin and to herself." The recipient is to be selected by a vote of the team and the coach. (1990)

Paul Tiemer Men's Lacrosse Trophy: This award, established in memory of Paul Tiemer III, is to be presented annually to the player who is judged to have shown the greatest improvement and team spirit over the course of the season. Only one award shall be made in a year, and the recipient is to be selected by a vote of the men's varsity lacrosse team. (1990)

Paul Tiemer III Men's Lacrosse Trophy: Given by Paul Tiemer '28 in memory of his son, Paul Tiemer III, this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is selected by the varsity lacrosse coach, the director of athletics, and the dean of student affairs. (1976)

Christopher Charles Watras Memorial Women's Ice Hockey Trophy: This trophy is dedicated in the memory of Chris Watras '85, former assistant women's ice hockey coach. The award is presented annually to that member of the Bowdoin women's varsity ice hockey team who best exhibits the qualities of sportsmanship, leadership, commitment, and dedication to her teammates and the sport, on the ice as well as in the community and the classroom. The recipient is selected by the women's varsity ice hockey coach and the director of athletics. Her name is engraved on the permanent trophy and she receives a replica at the team's annual award ceremony. (1989)

Women's Basketball Alumnae Award: A bowl, inscribed with the recipient's name, is given to the player who "best exemplifies the spirit of Bowdoin's Women's Basketball, combining talent with unselfish play and good sportsmanship." The award is presented by Bowdoin alumnae basketball players. (1983)

Women's Ice Hockey Founders' Award: This award is presented to the player who exemplifies the qualities of enthusiasm, dedication, and perseverance embodied in the spirited young women who were paramount in the establishment of Bowdoin women's hockey. The recipient is selected by vote of her fellow players. (1991)

PRIZES IN EXTRACURRICULAR ACTIVITIES

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually at Honors Day to the student who in the previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his or her college course. The name of the recipient is to be engraved on the cup. (1947)

Bowdoin Orient Prize: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of the Bowdoin Orient staff who have made significant contributions to the Orient in the preceding volume. (1948)

General R. H. Dunlap Prize: The annual income of a fund established by Katharine Wood Dunlap in memory of her husband, Brig. Gen. Robert H. Dunlap, USMC, is awarded to the student who writes the best essay on the subject of "service," in addition to demonstrating personal evidence of service. (1970)

Andrew Allison Haldane Cup: This cup, given by fellow officers in the Pacific in memory of Capt. Andrew Allison Haldane, USMCR, '41, is awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Orren Chalmer Hormell Cup: This cup, given by the Sigma Nu Fraternity at the College in honor of Orren Chalmer Hormell, D.C.L. '51, DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a first-year student, competed in first-year athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

Lucien Howe Prize: Fifty percent of the income of a fund given by Dr. Lucien Howe 1870, A.M. 1879, Sc.D. '10, is awarded by the faculty to members of the senior class who as undergraduates, by example and influence, have shown the highest qualities of conduct and character. The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Masque and Gown Figurine: A figurine, The Prologue, carved by Gregory Wiggin, may be presented to the author of the prize-winning play in the One-Act Play contest, if one is conducted, and is held by the winner until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Prizes may be awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Horace Lord Piper Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, in memory of Maj. Horace Lord Piper 1863, is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

Michael Francis Micciche III Award: This award is given annually to that individual who embodies the entire Bowdoin experience; who engages the College community, achieves academic excellence, and earns the respect of his or her peers and professors. This individual must plan on broadening his or her education following graduation, either through enrollment at a graduate school or through a structured travel or volunteer program. (2001)

The President's Award: This award, inaugurated in 1997 by President Robert H. Edwards, recognizes a student's exceptional personal achievements and uncommon contributions to the College. The student's actions demonstrate particular courage, imagination, and generosity of spirit; and they benefit the atmosphere, program, or general effectiveness of the College. (1997)

Franklin Delano Roosevelt Cup: This cup, furnished by the Bowdoin chapter of Alpha Delta Phi Society, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Paul Andrew Walker Prize Fund: This fund was established in honor and memory of Paul Andrew Walker '31 by his wife, Nathalie L. Walker. Forty percent of the income of the fund is used to honor a member or members of the Bowdoin Orient staff whose ability and hard work are deemed worthy by the Award Committee chosen by the dean of student affairs. A bronze medal or an appropriate book, with a bookplate designed to honor Paul Andrew Walker, is presented to each recipient. (1982)

MISCELLANEOUS FUNDS

Delta Sigma/Delta Upsilon Activities Fund: The income of this fund is used to support public events and individual projects that further the welfare and enhance the community of Bowdoin College, and that preserve and promote the fellowship, community, spirit, diversity, and ideals that Delta Sigma and Delta Upsilon offered to the Bowdoin community. (1997)

Faculty Development Fund: The income of this fund, established by Charles Austin Cary '10, A.M. H'50, LL.D. '63, is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries. (1956)

Faculty Research Fund: This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty. (1979)

The Fletcher Family Fund: This fund was established by William C. Fletcher '66. Income from the fund provides support for faculty research leading to publication and presentation. (2000)

Sydney B. Karofsky Prize for Junior Faculty: This prize, given by members of the Karofsky family, including Peter S. Karofsky, M.D. '62, Paul I. Karofsky '66, and David M. Karofsky '93, is to be awarded annually by the dean for academic affairs, in consultation with the Faculty Affairs Committee on the basis of student evaluations of teaching, to an outstanding Bowdoin teacher who "best demonstrates the ability to impart knowledge, inspire enthusiasm, and stimulate intellectual curiosity." The prize is given to a member of the faculty who has taught at the College for at least two years. In 2002 the award was given to Marc J. Hetherington, assistant professor of government. (1992)

James R. Pierce Athletic Leadership Award: Established by James R. Pierce, Jr., in memory of James R. Pierce '46, the income of this fund is used to support an annual stipend for a member of the Bowdoin coaching staff to attend a professional conference or other continuing education activity. The recipient is selected on the basis of "superior teaching ability, unbridled enthusiasm for his/her sport, empathy for the Bowdoin scholar-athlete, and desire to inculcate a sense of sportsmanship and fair play regardless of circumstances." (1993)

Appendix II
Bowdoin College Environmental Mission Statement

The environment within and beyond Bowdoin College is one of the fundamental aspects of our community and one that we, as members of the College, have in common. In keeping with Bowdoin's bicentennial motto, "The College and the Common Good," the opportunity exists to reaffirm our commitment to the history and future of Bowdoin's relationship with the environment.

Both the institution as a whole and individuals in the Bowdoin community have an impact on the environment and therefore should commit themselves to understanding their personal responsibility for the local and natural environment. In consideration of the common good, Bowdoin recognizes its responsibility to take a leadership role in environmental stewardship by promoting environmental awareness, local action, and global thinking. Because sustainability reaches beyond the Bowdoin campus, choices made by the College in its operations shall consider economic, environmental, and social impacts. Members of the Bowdoin community shall orient new faculty, staff, and students to the campus-wide environmental ethic and conduct research and teaching in a sustainable and responsible fashion. As a way to capture this ethic, the following Environmental Mission Statement has been developed:

Being mindful of our use of the Earth's natural resources, we are committed to leading by example to integrate environmental awareness and responsibility throughout the college community. The College shall seek to encourage conservation, recycling, and other sustainable practices in its daily decision making processes, and shall take into account, in the operations of the College, all appropriate economic, environmental, and social concerns.

To implement the mission statement within and beyond the Bowdoin Community, the College commits itself to the following actions:

Sustainable Awareness

• Leading by example, Bowdoin shall integrate environmental awareness and responsibility throughout the College community.

• Resources for learning and acting shall be available to the Bowdoin community, including recycling bins, awareness lectures, information centers, and opportunities to become directly involved in environmental protection, such as environmental action committees to advise and monitor activities of the College.

• Sustainable awareness shall encompass the social causes and consequences of environmental practices in compliance with the common good.

Sustainable Education

- Students, faculty and staff shall be offered the opportunity to participate in an orientation program that provides information on the College's commitment to environmental sustainability. Members of the College community shall be encouraged to act in a manner that reflects the objectives of the environmental mission statement.
- The College will strive to inform students about environmental management, sustainable economic development, and the social impacts of choices in order to provide co-curricular programming to ensure that graduates are environmentally literate and responsible citizens, and to acknowledge environmental leadership as a continuous, participatory process of learning,

Sustainable Policy

- To promote a sustainable economy in Maine and New England, Bowdoin shall use all reasonable efforts to make new purchases that favor affordably priced local and renewable products that reflect the College's commitment to sustainability.
- To reduce waste in public landfills, Bowdoin shall use all reasonable efforts to purchase reusable and recyclable products when available.
- To complete the loop of recycling products, Bowdoin shall use all reasonable efforts to purchase products with recycled content when available and conduct vigorous recycling programs.

Campus and Buildings

Bowdoin College is located in Brunswick, Maine, a town of approximately 22,000 population, first settled in 1628, on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The 200-acre campus is organized around a central quadrangle.

On the north side of the quadrangle is **Massachusetts Hall** (1802), the oldest college building in Maine, which now houses the Department of English. The building was designated a Registered Historical Landmark in 1971, and the campus became part of the Federal Street Historic District in 1976. To the west of Massachusetts Hall, **Memorial Hall,** built to honor alumni who served in the Civil War and completed in 1882, was completely renovated and reopened in Spring 2000. The historic building contains the modernized 610-seat **Pickard Theater** and the 150-seat **Wish Theater** in a pavilion linked to Memorial Hall by a glass atrium. New support space houses a scene shop, a costume shop and storage, rehearsal spaces, and dressing rooms for the theater and dance programs.

On the west side of the Quad along Park Row, the **Mary Frances Searles Science Building** (1894) has also undergone a complete renovation. The remodeled facility houses the Departments of Physics, Mathematics, and Computer Science, and the Baldwin Center for Learning and Teaching. Adjacent to Searles, the **Visual Arts Center** (1975) contains offices, classrooms, studios, and exhibition space for the Department of Art, as well as **Kresge Auditorium**, which seats 300 for lectures, films, and performances. The **Walker Art Building** (1894), designed by McKim, Mead & White, houses the **Bowdoin College Museum of Art**; and the **Harvey Dow Gibson Hall of Music** (1954) provides facilities for the Department of Music. At the southwest corner of the quadrangle is **Hawthorne-Longfellow Hall** (1965), which houses the main facilities of the College library, including the Special Collections suite on the third floor. The offices of the president and the dean for academic affairs are located on the west side of Hawthorne-Longfellow Hall.

On the south side of the Quad is **Hubbard Hall** (1903), once the College's library and now the site of the **Peary-MacMillan Arctic Museum and Arctic Studies Center**; the Departments of Economics, Government, and History; Computing/Information Services; and the library's **Susan Dwight Bliss Room**, which houses a small collection of rare illustrated books. The back wing of Hubbard Hall is connected to the library and contains stacks and a study room.

On the east side of the Quad stands a row of six historic brick buildings: five residence halls—south to north, **Coleman** (1958), **Hyde** (1917), **Appleton** (1843), **Maine** (1808), and **Winthrop** (1822) halls—and **Seth Adams Hall** (1861), that once served as the main facility of the Medical School of Maine and now houses the **Environmental Studies Center** as well as classrooms and faculty offices.

In the center of this row is the **Chapel**, designed by Richard Upjohn and built between 1845 and 1855, a Romanesque church of undressed granite with twin towers and spires that rise to a height of 120 feet. A magnificent restoration of the historic Chapel interior was completed in 1997-98. The Department of Psychology occupies **Banister Hall**, the section of the Chapel building originally used for the College's library and art collection.

To the east of the main Quad are two secondary quadrangles divided by a complex comprising **Morrell Gymnasium** (1965), **Sargent Gymnasium** (1912), the **Sidney J. Watson Fitness Center**, the **David Saul Smith Union** (1995, originally built in 1912 as the General Thomas Worcester Hyde Athletic Building), the **Curtis Pool Building** (1927), and

Dayton Arena (1956). **Whittier Field, Hubbard Grandstand** (1904), and the **John Joseph Magee Track** are across Sills Drive through the pines behind Dayton Arena.

The David Saul Smith Union houses a large, central, open lounge, the College bookstore and mailroom, a café, **Jack Magee's Grill**, a game room, meeting rooms, and student activities offices.

To the north of this cluster of buildings, a new multidisciplinary science center (1997) combines 75,000 square feet of new construction, named **Stanley F. Druckenmiller Hall** in honor of the grandfather of the building's chief donor, Stanley F. Druckenmiller '75; and 30,000 square feet of renovated space in **Parker Cleaveland Hall** (1952), which is named for a nineteenth-century professor who was a pioneer in geological studies. The new facility is linked to the **Hatch Science Library**, which opened in 1991. The complex houses the Departments of Biology, Chemistry, and Geology.

Adjoining the science facilities is **Sills Hall** (1950), home to the Departments of Classics, German, Romance Languages, and Russian; and the **Language Media Center**. One wing of Sills Hall, **Smith Auditorium**, has a newly renovated auditorium for films and performances.

To the south of the athletic buildings and the Smith Union, an area now called the **Coe Quadrangle** adjoins the **Moulton Union** (1928), which contains the offices of the dean of student affairs, the residential life staff, and the **Office of Student Records**, as well as dining facilities, several lounges, and the Career Planning Center. Also in that quadrangle are **Moore Hall** (1941), a residence hall, and the **Dudley Coe Building** (1917), which contains student health care offices on the first floor and the Campus Services copy center and the WBOR radio station in the basement. The upper floors house the Office of Off-Campus Study, the Alumni Career Programs office, and faculty offices.

On College Street near Coles Tower, the **John Brown Russwurm African-American Center** (1827), a former faculty residence previously known as the **Little-Mitchell House**, was opened in 1970 as a center for African-American studies. Named in honor of Bowdoin's first African-American graduate, the Center houses the offices of the Africana Studies Program, a reading room, and a library of African and African-American source materials.

The Russwurm African-American Center stands in front of 16-story **Coles Tower** (1964), which provides student living and study quarters, seminar and conference rooms, lounges, and additional offices. The campus telephone switchboard is located in the lobby of Coles Tower. Connected to the tower are new and expanded dining facilities, **Frederick G. P. Thorne Hall**, which includes **Wentworth Servery** and **Daggett Lounge. Sarah Orne Jewett Hall**, the third side of the Coles Tower complex, currently houses several administrative offices.

To the east of the Coles Tower complex are two new residence halls completed in the summer of 1996. A six-story building is named **Harriet Beecher Stowe Hall** in honor of the author of Uncle Tom's Cabin. A four-story building is named **Oliver Otis Howard Hall** in honor of Major General Oliver Otis Howard of the Class of 1850, first commissioner of the Freedmen's Bureau and founder of some 70 educational institutions, among them Howard University. Bowdoin's newest residence hall, **Chamberlain Hall**, named for Joshua Lawrence Chamberlain of the Class of 1852, was completed in the summer of 1999 and stands on the west side of Coles Tower.

The building at **22 College Street**, which stands to the east of Coles Tower and which housed the Delta Kappa Epsilon and the Kappa Delta Theta fraternities, has been extensively renovated to serve as the Admissions Office. The building has been named the **Burton-Little House** in honor and memory of Harold Hitz Burton (Class of 1909, LL.D. 1937), United States Supreme Court Justice from 1945 to 1958; and of George T. Little (Class of 1877), who was for many years a Bowdoin professor, librarian, and College historian and an ardent benefactor of the Delta Kappa Epsilon fraternity. The Student Aid Office is located at **Gustafson House**, 261 Maine Street.

Various offices occupy buildings around the perimeter of the campus, many of them in historic houses donated by townspeople and former members of the faculty. The Asian Studies Program inhabits **38 College Street**. The Women's Resource Center, at **24 College Street**, includes a library and meeting rooms. The **Herbert Ross Brown House**, at **32 College Street**, now houses the Counseling Service offices.

Johnson House (1849), on Maine Street, named for Henry Johnson, a distinguished member of the faculty, and Mrs. Johnson, was designated a Registered Historical Landmark in 1975. It contains offices of several student organizations as well as meeting and seminar spaces. **Chase Barn Chamber**, located in the Johnson House ell, is used for small classes, seminars, and conferences. **Ashby House** (1845-55), next to Johnson House, is occupied by the Departments of Religion and Education.

On Bath Road, **Ham House** and the former Getchell House have both undergone recent extensive renovations. Ham House now serves as the location of the Treasurer's and Investments Offices, while Getchell House, now the **Edward Pols House**, contains offices of the philosophy department and faculty in Latin American studies. The **Matilda White Riley House** at 7 Bath Street houses the Department of Sociology and Anthropology.

Surrounding the central campus are various athletic, residential, and support buildings. The largest of these is the athletic complex two blocks south of Coles Tower. Here are the **William Farley Field House** (1987) and Bowdoin's 16-lane **A. LeRoy Greason Swimming Pool**; **Pickard Field House** (1937); the new **Lubin Squash Center** with seven international courts; eight outdoor tennis courts; **Pickard Field**; the **Howard F. Ryan Astroturf Field**; and 35 acres of playing fields.

Rhodes Hall, once the Bath Street Primary School, houses the offices of the Departments of Facilities Management and Security. The former home of Bowdoin's presidents, **85 Federal Street** (1860) was converted in 1982 for the use of the Development Office. **Cram Alumni House** (1857), next door to 85 Federal, is the center of alumni activities at Bowdoin. Number **79 Federal Street**, formerly the home of Professor of Sociology Burton Taylor, was acquired by the College in 1997. **Cleaveland House**, the former residence of Professor Parker Cleaveland (1806), at 75 Federal Street, has served as the president's house and is used for some College functions and guests. Offices of the Bowdoin *Orient* are located at **12 Cleaveland Street**. **Copeland House**, formerly the home of Manton Copeland, professor of biology from 1908 until 1947, provides additional office space for the Development and College Relations Office.

Student residences and fraternity houses, many of them in historic houses, are scattered in the residential streets around the campus. Several of these have been selected to serve as College Houses as part of the new College House System. These include **Baxter House**, designed by Chapman and Frazer and built by Hartley C. Baxter, of the Class of 1878; **Burnett House**, built in 1858 and for many years the home of Professor and Mrs. Charles T. Burnett; **7 Boody Street**, formerly the Chi Psi fraternity house, now on loan to the College; **Helmreich House**, formerly the Alpha Rho Upsilon fraternity house and named in honor of Professor Ernst Helmreich; the former Alpha Delta fraternity house, now named **Howell House** in honor of Bowdoin's 10th president, Roger Howell, Jr.; and the former Psi Upsilon fraternity house, now named the **George (Pat) Hunnewell Quinby House** in honor of a former director of theater at Bowdoin (1934–1966). Fraternity houses acquired by the College have been named in honor of alumni members and are being renovated to serve as student residences. These include Kappa Sigma/Alpha Kappa Sigma, now the **Donovan D. Lancaster House**; Zeta Psi/

Chi Delta Ohi, 14 College Street, now named the **Samuel A. Ladd, Jr., House**; and Theta Delta Chi, 5 McKeen Street, now called the **Donald B. MacMillan House**.

Additional College-owned student residences include the **Brunswick Apartments**, on Maine Street, which provide housing for about 150 students; **10 Cleaveland Street**; **30 College Street**; the **Harpswell Street Apartments** and the **Pine Street Apartments**, designed by Design Five Maine and opened in the fall of 1973; the **Mayflower Apartments**, at 14 Belmont Street, about two blocks from the campus; and the **Winfield Smith House**, named in memory of L. Winfield Smith, of the Class of 1907.

Bowdoin's facilities extend to several sites at varying distances from the central campus. A new office building, the **McLellan Building** located a few blocks from campus at 85 Union Street, houses the offices of Human Resources, Communications and Public Affairs, the Controller's Office, Computing and Information Services offices, art studios, and a large conference room. Research and field stations, which in some cases also serve as areas for outdoor recreation, include the **Bowdoin Pines**, on the Federal Street and Bath Street edge of the campus; **Coleman Farm** in Brunswick; the **Coastal Studies Center**, with marine and terrestrial laboratories and a farmhouse and seminar facility on nearby Orr's Island; the **Breckinridge Conference Center** in York, Maine; and the **Bowdoin Scientific Station** at Kent Island, Bay of Fundy, Canada. Property at **Bethel Point** in nearby Cundy's Harbor has served as a marine research facility and is used as a practice site by the sailing team.

The architectural history of the campus is thoroughly discussed in *The Architecture of Bowdoin College* (Brunswick: Bowdoin College Museum of Art, 1988), by Patricia McGraw Anderson.

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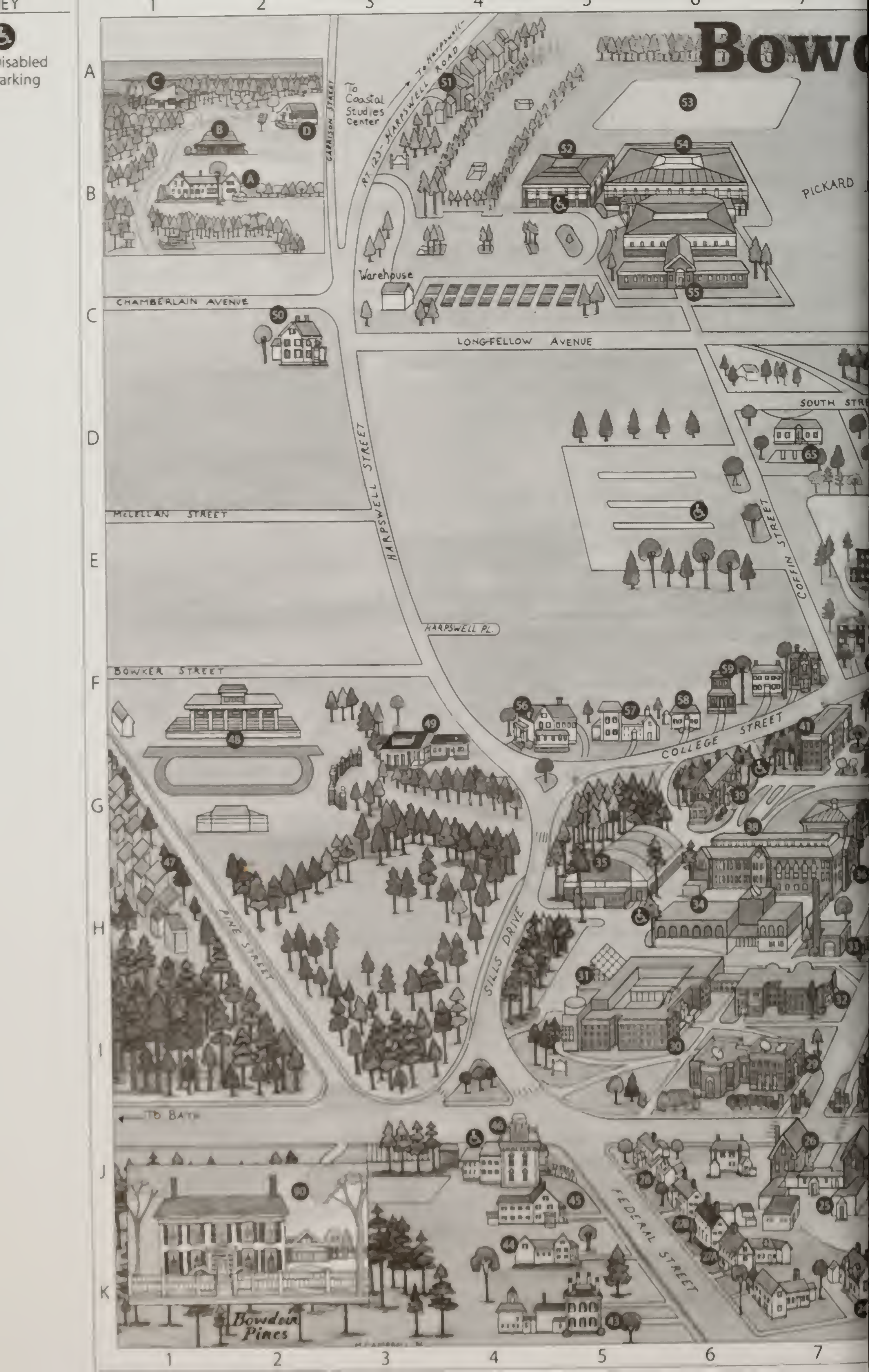
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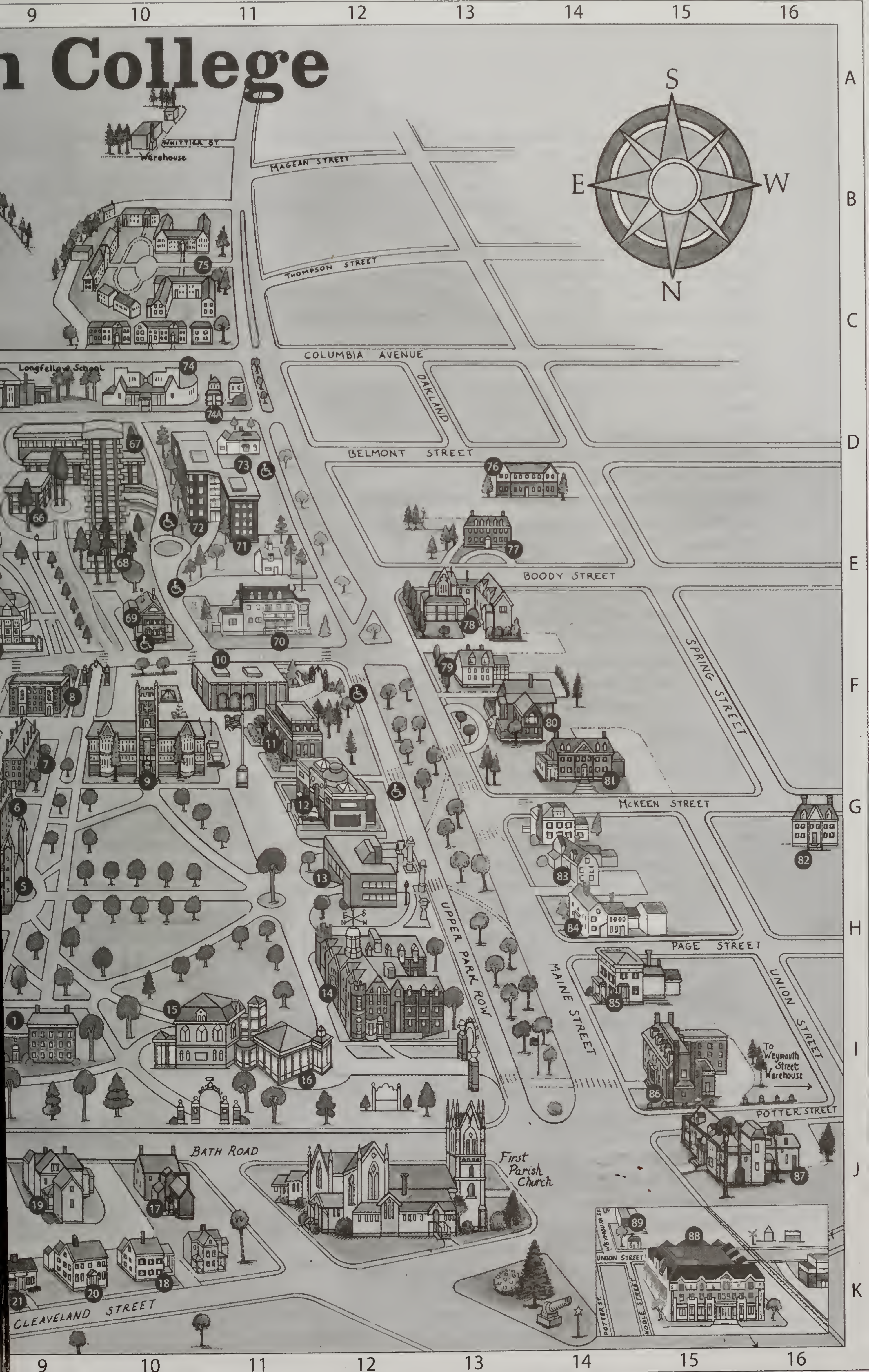
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